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Abstract

This curriculum guide will aid administrators, supervisors, and teachers in post-high school institutions in planning and implementing programs designed to train recreation program leaders. Contents of the suggested 2-year curriculum cover: (1) background of the program, (2) general considerations such as selection of students, faculty, advisory committee, and instructional materials needed, (3) general curriculum information, (4) a section of course outlines, including hours required, course descriptions, major divisions, and suggested references, (5) equipment, facilities, and costs, and (6) lists of references, films, and filmstrips. Course outlines are given for: (1) Introduction to Recreation Services, (2) Group Leadership, (3) Program Planning and Organization, (4) Social Recreation, (5) Outdoor Recreation, (6) Arts and Crafts, (7) Individual Lifetime Sports, (8) Team Sports, (9) Water-Related Sports, (10) Drama, (11) Music, (12) Folk, Square, and Social Dancing, and (13) Field Work I, II, and III. Appendixes include listings of related agencies, a sample job description, periodicals and professional journals, sample contracts and reports, and rating forms. The guide is illustrated with charts, graphs, and diagrams. (AW)

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recreation program leadership

*A Suggested Two-Year
Post High School Curriculum*

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

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Division of Manpower Development and Training

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foreword

Substantial changes in the last decade have brought about better transportation, better communications, and other social welfare developments and services which have given the average American more money to spend, better health, and more leisure time. With the increase of leisure time and the population growth in all age groups, the demand for recreation activities has expanded greatly.

The proper use of leisure time is a matter of recreational education which must meet the increasing demand for recreational facilities and services. It is essential that an adequate number of personnel be trained to guide individuals in the development of constructive, wholesome, and meaningful activities.

HOWARD A. MATTHEWS,
*Director, Division of Manpower
Development and Training.*

This suggested curriculum guide was prepared to assist administrators, supervisors, and teachers in post high school institutions in training people to become recreation program leaders (associate recreation professionals). The suggested two-year curriculum includes course outlines, facility layouts, equipment lists, textbooks and reference lists, and other teaching aides.

The Division of Manpower Development and Training determined that a major contribution could be made by developing this two-year post high school curriculum. As a result, entry level occupations in this field can be identified for future training programs, thereby providing an opportunity for vertical mobility.

GRANT VENN,
*Associate Commissioner for Adult,
Vocational, and Library Programs.*

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Buffalo, N.Y.

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Rochester, N.Y.

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background

The Recreation Explosion

Since the end of World War II, there has been a recreation explosion in the United States. This is evidenced by the demand for more recreation facilities, the increasing clamor for more leisure time activities, the growing rate of expenditures for these services by all levels of government, the rising interest in spectator events, and the growing concentration of news media on recreation topics.

The increased interest in recreation may be attributed in part to such socio-economic factors as population growth, more leisure time, urban concentrations, wiser use of income, greater mobility, better education, and improved health.

Since 1945, the number of Americans has increased from 140 million to more than 200 million. Although all age groups have increased in number, the greatest growth rate has been among persons under the age of 25 (who are the most active) and over the age of 65 (who have the most leisure). Population growth has been predominant in the metropolitan areas where more than 70 percent of all Americans now reside. Those living in crowded urban areas have been demanding open space, park and recreation facilities, and more and better recreation services.

Because the cost of necessary goods and services has risen much less rapidly than the increase in salaries, most Americans now have more discretionary income than ever before and they are spending a larger portion of their earnings for recreation. At the present time, some 100 million Americans are spending \$50 billion a year on outdoor recreation alone; and projections indicate that by 1980, this amount will reach \$100 billion. Greater production efficiency has created increased leisure. For the first time in history, individuals in a society have more free hours than working hours in their lifetimes. Today's Americans are spending nearly half their lives in educational preparation for employment or retirement. As individuals in the work force, they average less than 40 hours of work per week and some 20 to 30 days of paid vacation each year, in addition to their regular paid weekends and holidays. Many people are also better educated than previously. They spend more time in school preparing

for employment, during employment in training for additional skills, and after employment in adult education courses. With education has also come a growing awareness of the values of physical and mental fitness and, hence, increased participation in all types of recreational activities. Affluence has provided the mobility of the automobile. In 1910, when transportation was in the horse and buggy stage, the average person traveled only 500 miles per year; today, the average American travels more than 5,000 miles annually, and this total is increasing rapidly.

Together with new scientific, economic, and social advances, these several factors, working separately or in combination, have motivated more Americans than ever before to actively seek recreational opportunities. For the most part, Federal, State, and local park and recreation agencies—as well as voluntary, industrial, commercial, and church organizations—have responded well to this challenge. At all government levels, the amount of time, money, and labor spent on increasing and improving facilities and programs has been spectacular. The number of Federal agencies concerned with recreation and park matters increased from 13 in 1960 to more than 80 in 1968. All 50 States are embarked on massive recreation programs, and the trend toward centralized, more efficient community park and recreation services is increasing each year.

More Federal recreation lands are being acquired and better highways are now available to provide easy weekend access for most Americans. States, counties, and cities are obtaining new lands for local use at a rapid rate. In 1950, cities and counties reported about 650,000 acres for public recreational purposes; in 1965, these reported areas had increased to nearly 1.5 million acres—a threefold rise in 15 years. Government spending for recreation has been equally spectacular. From 1955 to 1964, State spending alone jumped from \$87 million to \$248 million—an increase of almost 300 percent. (See figure 1.) Local spending was even more astounding. In 1940, communities spent \$31 million for recreation; in 1965, it was \$905 million—almost 30 times more money in 25 years. (See figure 2.)

According to the National Planning Association (National Economic Projections to 1977/78, Report No. 67-N-I), government recreation expenditures in

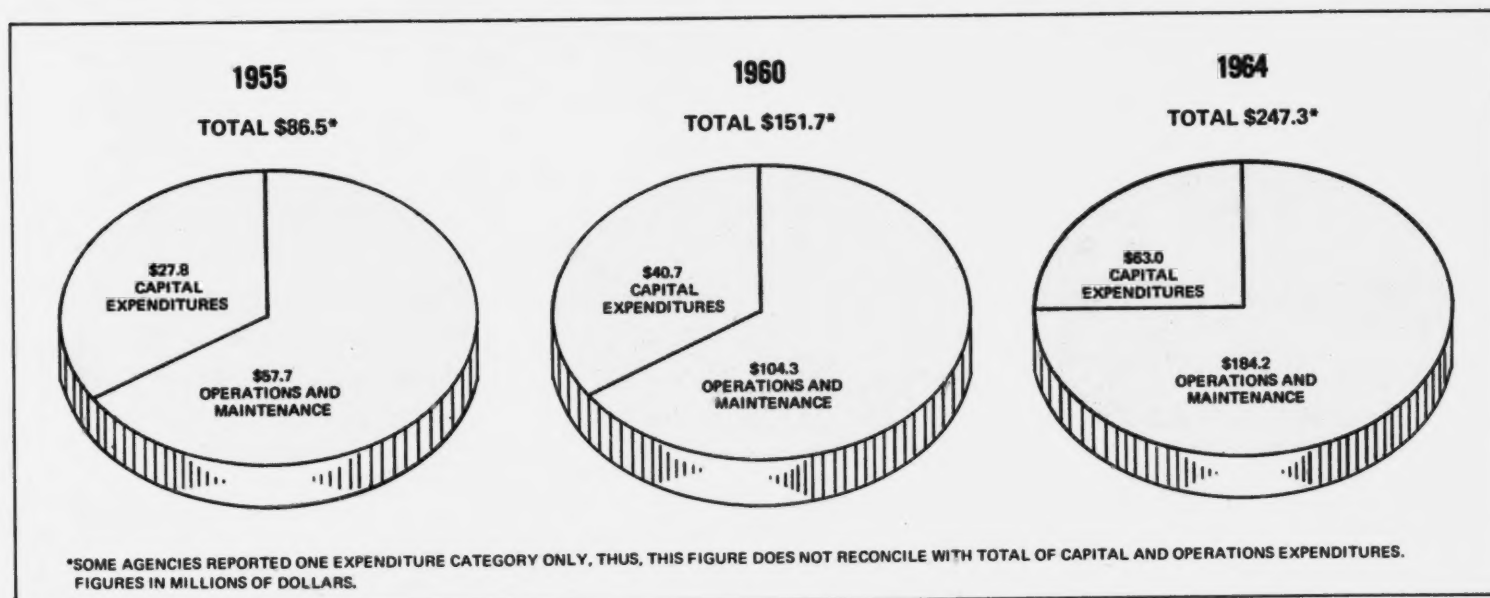


FIGURE 1.—State expenditures, 1955-64.

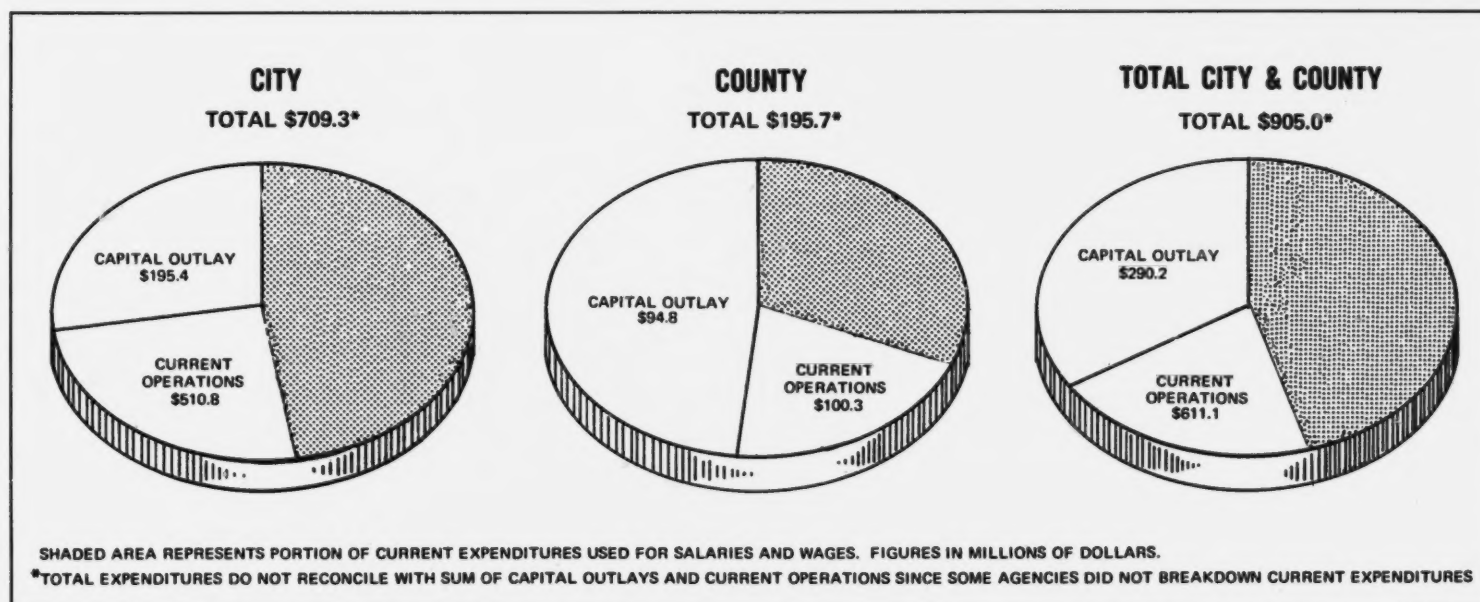


FIGURE 2.—Local expenditures for parks and recreation, 1965.

1966 reached \$1.4 billion and by 1977 are expected to be \$4.4 billion—an average annual growth rate of 11.0 percent. Expenditures for the private nonprofit sector were estimated by the Battelle Memorial Institute to increase at an average annual rate of 4.69 percent for 1967-1980; the commercial recreation sector expenditures were expected to increase by 2.54 percent annually over the same period.

Recreational facilities have also shown a rapid growth rate. In the 10-year period between 1955 and 1965, the number of local community tennis courts, softball diamonds, and baseball diamonds increased by one-third. During the same period, the number of golf courses and outdoor swimming pools—both requiring major capital investments—more than doubled; recre-

ation buildings more than tripled; and indoor recreation centers increased fourfold.

The future looks even brighter. The U.S. Bureau of the Census estimates that, by the year 2000, the American population will increase to nearly 350 million, spending will triple to more than \$1.5 trillion, and nearly everyone will have the equivalent of almost two months more of leisure time each year. Applied to recreation, these figures would mean that Americans will require a minimum of three times as many recreational programs and facilities as are available today.

Americans participated in recreational activities nearly five billion times last year. By the year 2000, there will be more than 300 million Americans estimated to participate in recreational activities 12 billion

times; and many authorities consider this prediction to be conservative.

The increasing affluence of American society can be either a blessing or a handicap, depending on the way it is used. If Americans use their leisure merely to "soak up" pleasure, their society will decline as a dynamic civilization. But if Americans use their leisure in productive ways—to improve themselves, their environment, and their social institutions—then their society will continue to progress.

As a motivating force in American society, the recreation movement can help channel everyone toward a more constructive, wholesome, and meaningful life. This will require individuals who are not only trained in the technical aspects of their field, but in leadership as well. It is with these two criteria in mind that this two-year post high school educational curriculum is designed.

The Personnel Problem

Despite the phenomenal growth in the number of new recreation facilities and programs, the recreation movement in the United States has been somewhat curtailed by the shortage of trained recreation personnel. Today's extensive recreation programs require quality leadership and technical expertise. Previously, recreation agencies could be staffed with volunteers, teachers on summer vacations, or persons with limited recreation knowledge and skills. Employers now seek

individuals with formal education in recreation to fill recreation leadership positions. A great many of these positions could be adequately filled by associate professionals—individuals graduating with recreation program leadership courses from a postsecondary institution.

The number of persons employed in providing recreation services today has been increasing at a steady and rapid rate. An example of this growth is shown in the recreation employment of local government units. (See figure 3.)

In 1940, reporting communities listed only 24,000 recreation and park professionals; in 1965, there were 120,000—almost five times as many in a 25-year period.

Replacement Needs

In 1967, the National Recreation and Park Association estimated that the number of full-time and part-time professional and associate professional personnel required by all park and recreation agencies (public, private nonprofit, and commercial) was 215,790. Over 66,000 of these positions would require associate professional personnel such as are trained through postsecondary recreation programs to meet replacement needs. (See figure 4.)

The demand for associate professionals is expected to continue for many years to come. This can be attributed to the growing demand for recreation services,

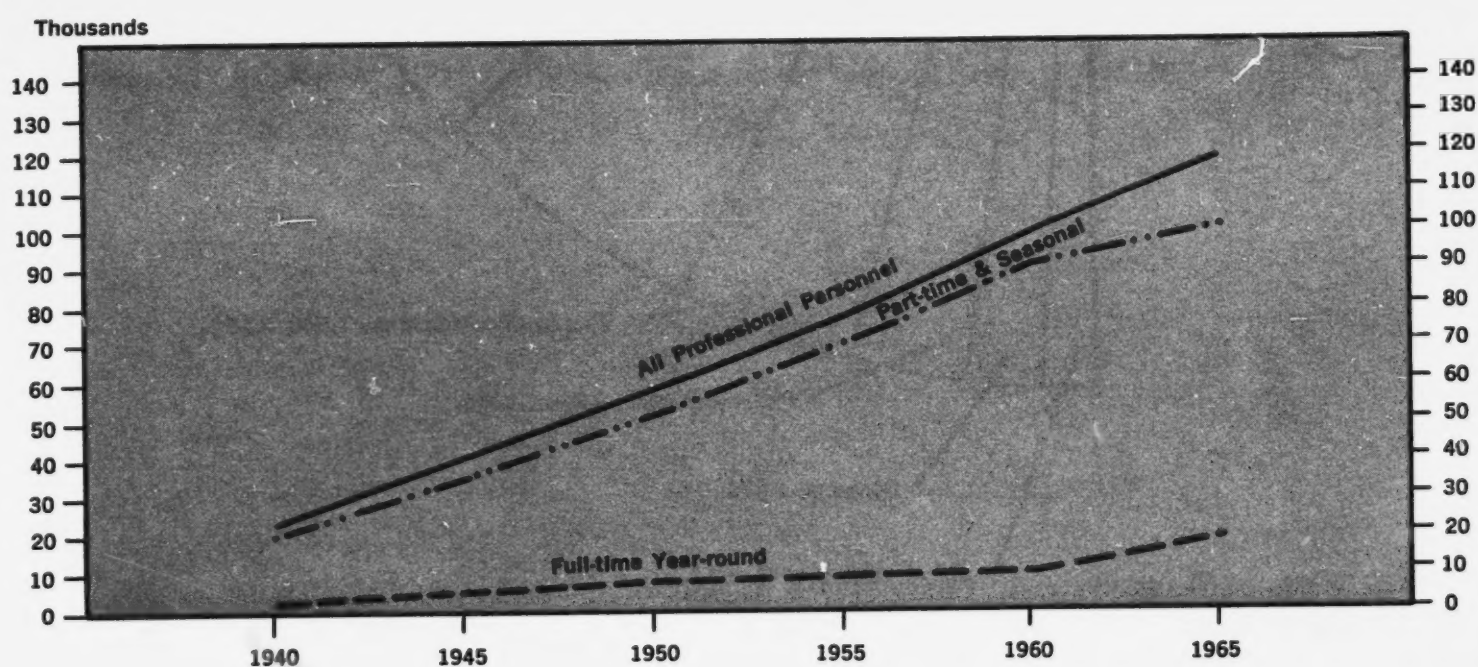


FIGURE 3.—Number of local recreation and park employees, 1940-65.

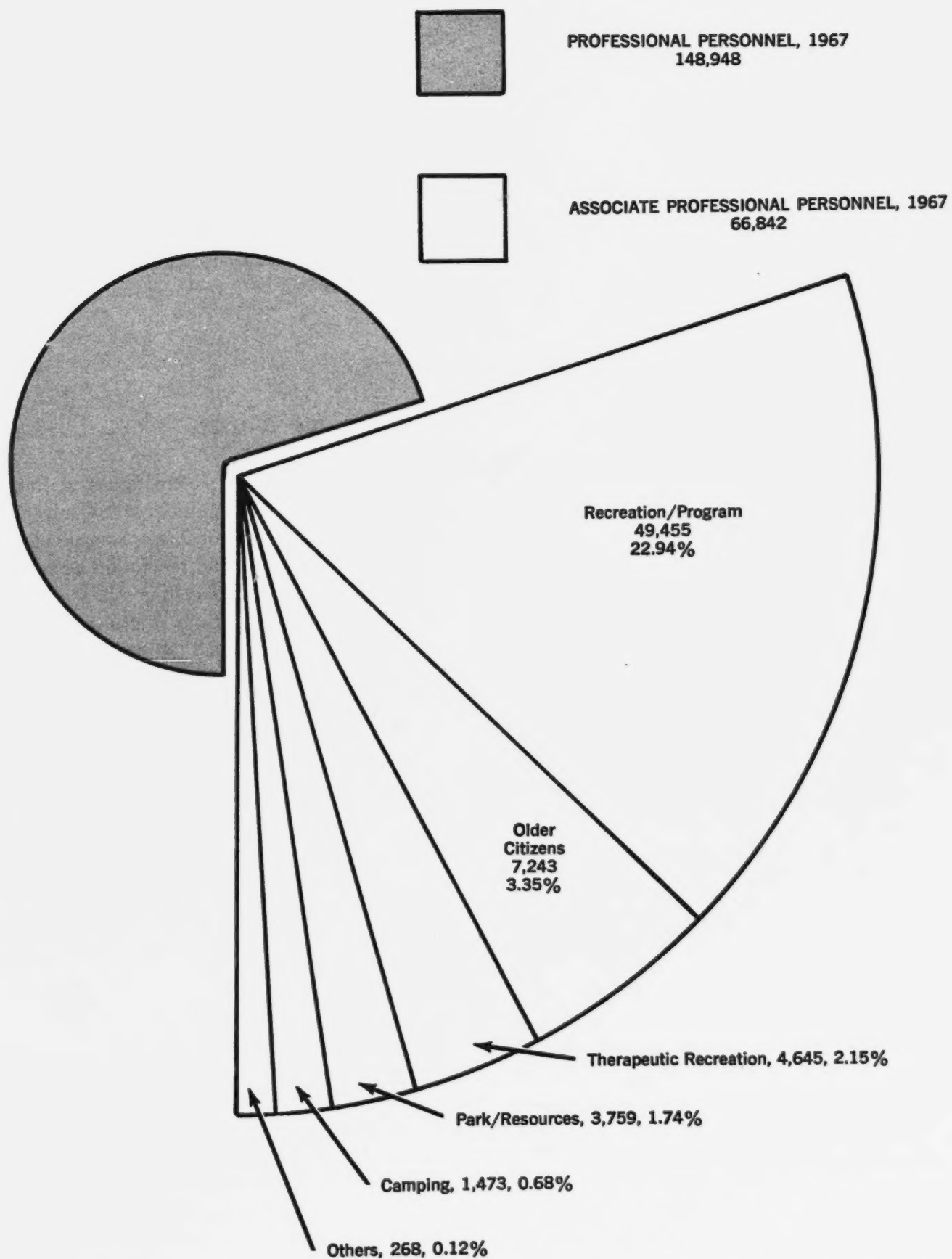


FIGURE 4.—Estimated full-time and part-time associate professional personnel to meet replacement needs, 1967.

but also to the apparent emergence of the leader roles as distinct from the roles of administrator and consultant, both in level of responsibility and in educational requirements.

The consultant is primarily concerned with stimulating services and training persons to provide program direction. For these purposes, the consultant needs skills in program evaluation, group processes, and community organization. The administrative role includes the overall direction of a department or agency, including the hiring and supervising of staff, coordination of activities, and liaison with other organizations and groups. These two roles normally require four years or more of formal education.

The role of the leader requires only minimal administrative and supervisory responsibilities and involves more of the planning, organizing, and conducting of various recreation activities in a number of program areas. This face-to-face leadership role has been recognized as one which associate professionals with two years of formal education in a postsecondary institution can perform. Persons graduating as associate professionals in the future will find a wealth of employment opportunities that are both financially rewarding and personally satisfying.

To determine the number and kinds of personnel needed through 1980, a nationwide survey was undertaken in 1967 by the National Recreation and Park Association (NRPA), the largest private nonprofit service organization serving the park and recreation field. (See appendix A.)

Projected Needs

To forecast personnel trends, NRPA used three methods of projection:

Status Quo

Projections in this category were based upon population growth. Population figures were based on the "Series B Projections" of the United States Bureau of the Census (Population Estimates, Series P-25, No. 381, December 18, 1967).

Judgement

These projections were based upon the average annual rates of government expenditure increases for

parks and recreation, assuming that the ratio of personnel to anticipated expenditures will remain constant through 1980. Projections were based on figures supplied by the National Planning Association (National Economic Projections to 1977/78, Report No. 67-N-1) which showed that government recreation expenditures are expected to soar from \$1.4 billion in 1966 to \$4.4 billion in 1977—an average annual growth rate of 11.0 percent. Expenditures for the private nonprofit and commercial recreation sectors were based on projections from the Battelle Memorial Institute, Columbus, Ohio.

Target

Projections in this category were based upon the projections made under the judgement method, then adjusted to allow for increased productivity of employees. (See figure 5.)

If the judgement projection materializes, the number of personnel employed in parks and recreation by 1980 will reach 2,144,000 persons, of whom some 750,000 will require two or more years of formal higher education. Even the most conservative projection (status quo) indicates that 1,158,000 personnel will be needed in 1980, some 260,000 of whom will require at least a two-year postsecondary education.

The survey also included a questionnaire to institutions of higher learning to determine park and recreation curricula expansion by 1980 and the number of graduates expected.

As figure 6 indicates, the number of two-year program graduates is anticipated to increase from 306 in 1967 to over 12,000 in 1980. By comparing the manpower demand with the supply estimates for two-year graduates, the personnel gap becomes obvious. To meet future recreation manpower demands, therefore, will necessitate a comprehensive training program on the part of two-year postsecondary institutions as well as four-year colleges and universities, and public and private agencies. This program will require training of all types: formal curricula, short-term training programs, inservice and other continuing education courses, and many other training efforts. Even with such a concerted effort to increase both the quantity and quality of educational opportunities, it can be anticipated that there will be a surplus of employment opportunities for qualified associate recreation professionals for many years to come.

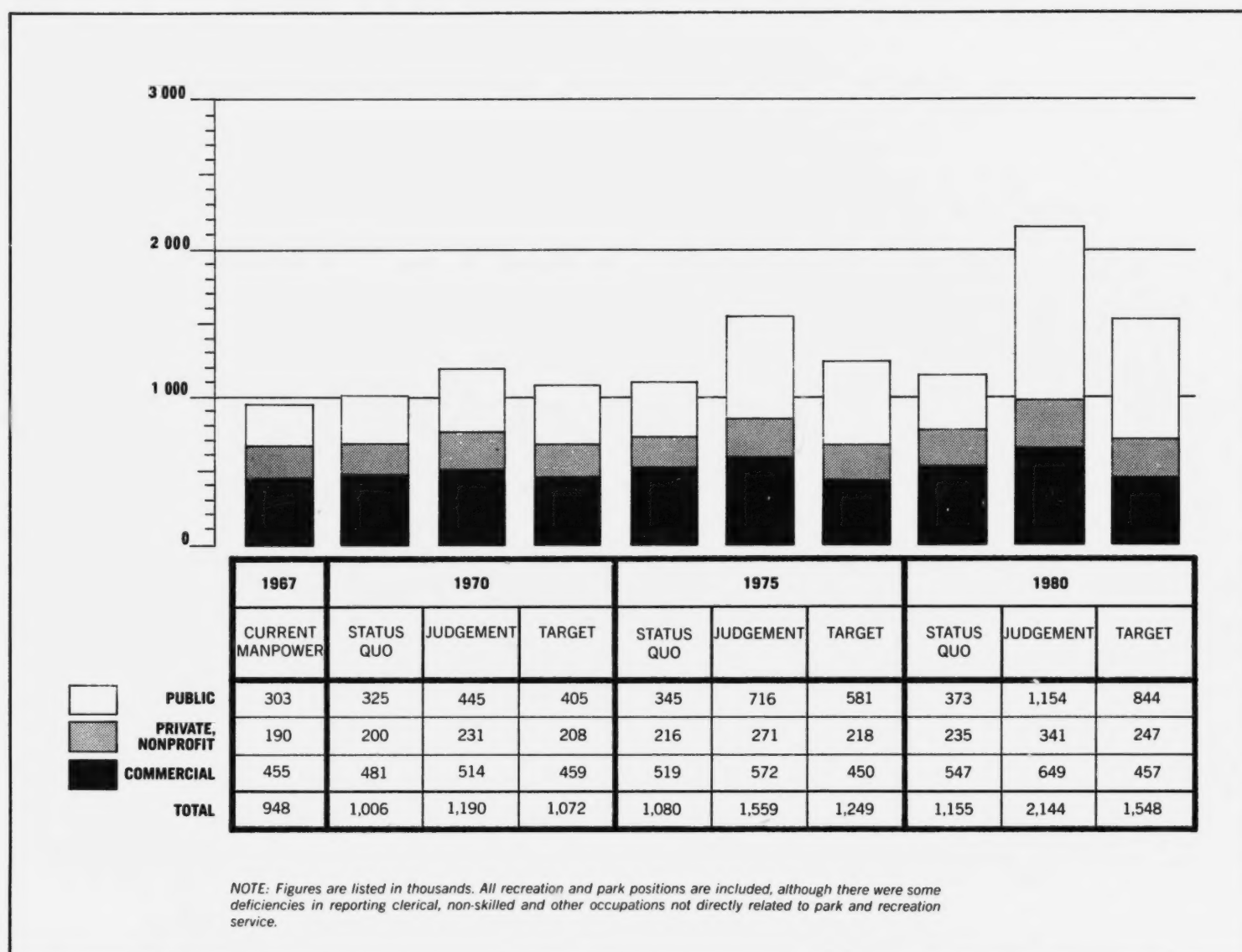


FIGURE 5.—Projected demand for park and recreation personnel, 1967–80.

Job Possibilities for the Associate Professional

Recreation program leaders in the foreseeable future will continue to be in demand as full-time recreation employees. They will perform a multitude of tasks, each requiring skill, knowledge, and experience that can be obtained through a postsecondary recreation program leadership curriculum.

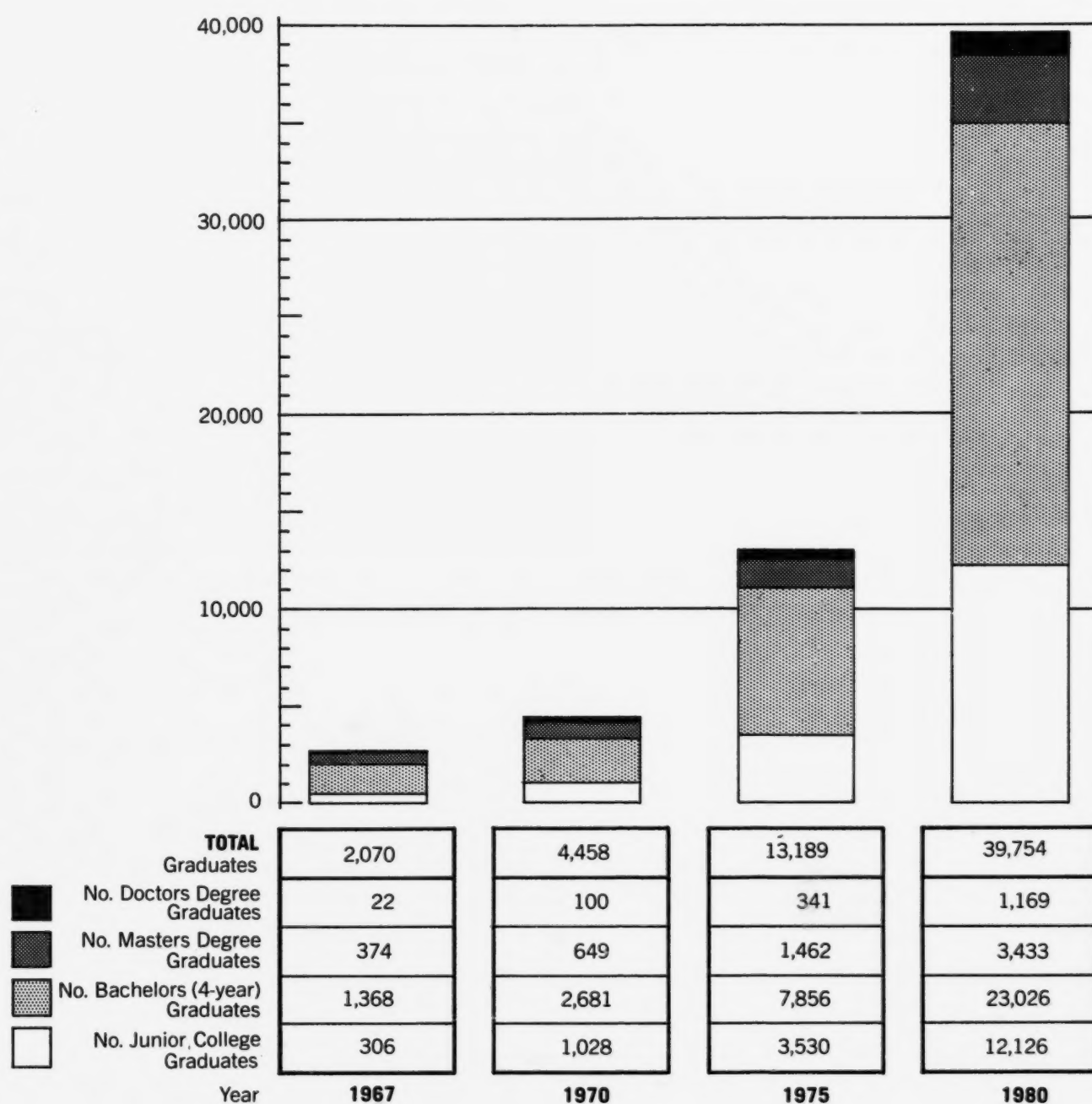
Postsecondary graduates could oversee expensive facilities such as community centers, playgrounds, sports facilities, nature centers, and campsites. They could supervise arts and crafts, performing arts, and camping or sports activities. They will work with all age groups (preschoolers, youngsters, teen-agers, adults, and older citizens) and in a variety of settings (military bases, industrial plants, local agencies, hospitals, camps, and others).

Employment requirements throughout the field will vary widely, depending upon the degree of respon-

sibility. Requirements for some positions may be satisfied through short-term courses, in-service training, or occupational experience. Other jobs may be filled by persons trained in related fields such as music, drama, physical education, biology, or business.

To qualify for administrative or supervisory positions, personnel will usually be required to have college recreation training at a certified four-year or graduate institution. Special educational qualifications for these positions will become even more mandatory as recreation programs increase in size and complexity.

Perhaps the greatest demand will continue to be for graduates of postsecondary recreation program leadership curriculums with the necessary qualifications to function in tasks requiring face-to-face leadership with program participants. However, because of manpower shortages, many positions for which postsecondary graduates would qualify are now being filled by persons who are essentially overqualified, specialists from related fields who may not be wholly qualified, or



NOTES: (1) Assuming that an additional 160 educational institutions initiate curricula before 1980 as was indicated in NRPA Educational Resources Survey, 1967.

(2) Projected junior college graduates based on a 28% annual increase 1969-1970 obtained from NRPA Educational Resources Survey, 1967. Because the majority of junior college park and recreation curricula have just recently initiated programs, the percent of annual graduates 1967-1968 and 1968-1969 would have been an overestimate.

(3) Projected bachelors degree graduates based on 24% average annual increase 1967-1970.

(4) Projected masters degree graduates based on an 18% average annual increase 1967-1970.

(5) Projected doctors degree graduates based on a 28% average annual increase 1967-1970.

FIGURE 6.—Forecast of sources of graduates from park and recreation curricula, 1967-80.

persons who are unqualified by either education or experience.

A description of the types of responsibilities associate professionals perform appears in Appendix B. The type of training and experience a student receives in a recreation leadership curriculum, like the one outlined in this publication, also allows the potential associate professional enough latitude to assume leadership positions such as activity specialist of a particular program area; facility manager of a specific area or facility; or recreation aide working with a special group such as the ill, handicapped, or aged. The employment outlook for associate recreation professionals is indeed bright in nearly every phase of the field.

Advancement

As in any other field, the opportunity for promotion and increased responsibility in recreation leadership is largely determined on the basis of skill, education, experience, and ambition. Generally speaking, however, the key factor for promotion continues to be education.

Distinct job qualification standards will be difficult to maintain because of the tremendous manpower deficits. In large recreation agencies, associate pro-

fessionals may be hired as activity leaders, while in small agencies they may serve in administrative positions for which others are more ideally suited, but unavailable.

Although the associate professional's ability and capacity for hard work may somewhat compensate for a lack of knowledge and experience in administrative or supervisory positions, this type of staffing is really unfair to both the practitioner and the people he serves. When his qualifications are below those required, he may hamper the program considerably. Appropriate personnel policies require that the jobholder feel comfortable and adjusted to his tasks. This matching of qualifications with responsibilities does not rule out mobility, either vertically or horizontally, for the graduate of a two-year postsecondary recreation curriculum. On the contrary, once established at an appropriate level, the associate professional may continue to grow naturally into positions of more responsibility through experience, special training courses, or additional educational preparation in four-year and graduate college programs.

As his competence grows and as he takes advantage of the educational opportunities open to him, the two-year graduate may then desire to broaden his

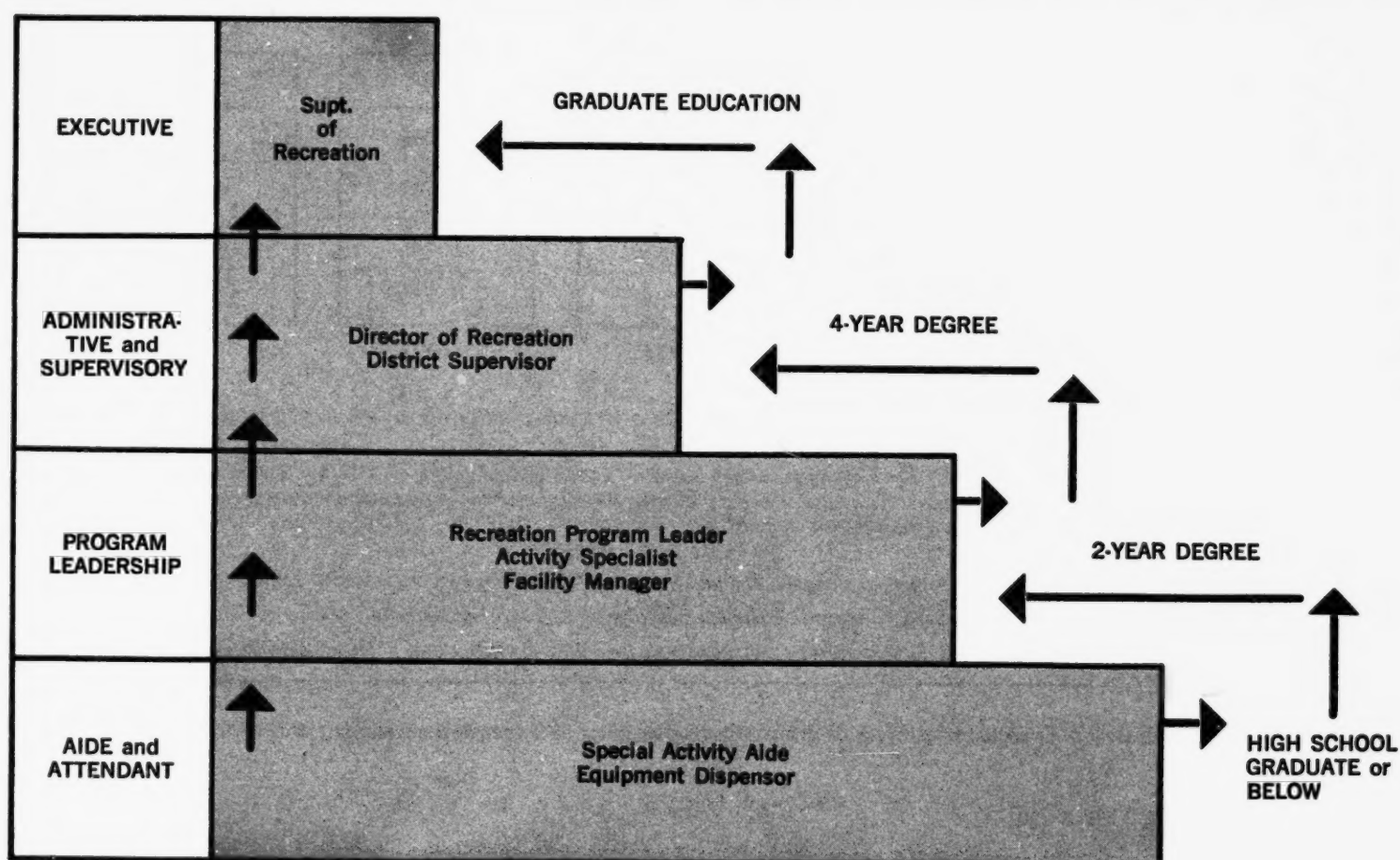


FIGURE 7.—Possible stages in the career development of associate professionals.

experience by accepting a position of similar responsibility but of different emphasis on the same career level (horizontal mobility), or to qualify himself for a position of increased responsibility on a higher level through education (vertical mobility).

While there is some overlapping of responsibilities at all levels, solid status on each career plateau depends upon formal education. (See figure 7.) A person may enter the career ladder at any stage, depending upon the size of the employing agency and his qualifications. At the lowest level of responsibility, the beginning recreation worker may function as a recreation attendant or aide performing a variety of functions. Here, he may develop his particular skills and learn to apply his knowledge in practical situations.

The beginning associate professional will function in the program leadership role, working as a general recreation leader, activity specialist, or facility manager. With experience, he may climb the career ladder even further and assume more supervisory responsibilities. With increased experience, the associate professional may enter the third or supervisory level of

employment. This is often where the four-year college graduate begins his career. The responsibilities at this employment level usually entail a moderate amount of managerial skills along with good knowledge of activity planning and supervisory abilities.

The highest level of the career ladder is the executive level. This is the level at which overall supervision of the recreation program is administered. To qualify for these positions, an associate professional should have additional college training—the equivalent of a master's degree in recreation administration, including management, planning, budgeting, legislation, and operational knowledge and experience. This may be obtained through formal college or university courses, and through special professional educational programs.

It is evident, from the preceding information, that associate professionals are, and will continue to be, in demand for some time to fill recreation leadership positions. Through proper instruction, such as that outlined in this guide, postsecondary graduates will contribute significantly to the growth and continued success of the recreation profession.

general considerations

The founding of a new postsecondary educational curriculum or the updating of an established program is an expensive operation. Thorough planning is essential if the program is to achieve maximum results at reasonable costs.

The first step should be to determine if there is an employment market for the graduates of the new curriculum. Because most postsecondary students are residents of communities near their institution of study, job possibilities in the immediate area should be surveyed initially. A survey of job opportunities should then extend throughout the State, and finally over an area of several states. When establishing a recreation leadership curriculum, the survey should include employment information from municipal, metropolitan, county, State, and national agencies; voluntary organizations; industrial and business firms; commercial recreation enterprises; religious groups; patient care institutions; and private recreation associations. In conducting this survey, the assistance of State park and recreation societies and associations should be enlisted. These organizations are often the best single source of information on recreation in the immediate area.

Special consideration also should be given to locating and hiring competent instructors and administrators to conduct the recreation leadership program. Determinations should be made concerning the kinds of personnel required, and every effort should be made to attract persons meeting these requirements. Because of the shortage of personnel in the field, an attractive salary scale with fringe benefits may be required to entice qualified faculty members.

Additional costs for constructing, operating, maintaining, and administering the necessary facilities and programs should be studied. Consideration also should be given to augmenting library resources, classroom and office spaces, staff personnel, dormitory and dining hall accommodations, and other necessary support functions.

The following information is provided as a starting point from which postsecondary institution administrations may begin to undertake feasibility studies for the establishment or improvement of a two-year recreation leadership program.

Advisory Committee

Advisory committees can assist the postsecondary institution administration in planning and implementing overall programs to meet the objectives of the institution, the student, and the community.

While the committee would usually function without legal status or powers, it could provide invaluable assistance to the institution by assisting in a feasibility study of a proposed new educational program; by providing support to school administrators in obtaining appropriations, public funds, endowments, and State and Federal support to finance the program; and by assisting in the placement of graduates in jobs and the evaluation of their performance.

Sometimes the studies of the advisory committee will show that a suggested program is not feasible. Members may find that the demand for potential program graduates is not substantial enough to warrant the program's implementation, or that the cost or administrative difficulties would be too great. In such cases, advisory committees save the institution valuable time and money. On the contrary, if the committee determines that a demand exists and study shows that curriculum, faculty, facilities, equipment, cost, financing, and student population offer no handicap, members may then use the information collected as the basis for an initial program design.

In the selection of a recreation advisory committee, persons from all sectors of the recreation field should be represented—public, private, voluntary, commercial, industrial, religious, and educational (including recreation faculty of four-year colleges and universities). Members might represent public agencies such as State recreation commissions, State departments of education, municipal and county directors of recreation, public school officials, and elected or appointed community officials; voluntary agencies such as the YWCA and YMCA, Boys and Girls Clubs, Boy and Girl Scouts, Catholic youth organizations, Jewish community centers; and private and commercial recreation agencies such as camps, homes for the aged, schools for the mentally retarded, hospitals, and others.

Postsecondary institutions interested in obtaining

further information about advisory committees—the number of members, selection criteria, membership rotation, and further responsibilities—should consult Albert J. Riendeau's *The Role of the Advisory Committee in Occupational Education in the Junior College*.

Faculty

The effectiveness of a recreation curriculum depends largely upon the experience, educational background, and personal qualities of the faculty. Recreation instructors require advanced professional preparation in the areas they are to teach. With few exceptions, they should hold at least a master's degree with major emphasis in recreation, and they should have had experience in an agency or other setting directly related to recreation. This background contributes to their understanding of recreation objectives and instructional requirements. Faculty members with both a theoretical and practical background can bring to the program the enthusiasm and appreciation for recreation that are essential to the program's success. However, care should be taken that a person with long but limited experience in one setting does not foster parochial thinking, which could be harmful to the student.

The institution must insure that its faculty workload permits time for individual and departmental activities as well as professional growth. Faculty members should have appropriate training aids and supplemental material for their respective courses and a working knowledge of recreation and related course content being taught by others.

Information of value to the field of recreation should be interwoven into required nonrecreation courses for recreation students; for example, content relevant to recreation should be interjected into courses in communications, psychology, sociology, and other elective and required courses. In addition, the recreation faculty should be encouraged to relate these other disciplines to their own.

The minimum, initial number of staff members required to present an effective post high school recreation leadership curriculum should be the equivalent of two persons. At least one of these persons should devote full attention to the recreation program. This person could divide his time between teaching and administrative responsibilities such as overseeing budget requirements, handling placement of students, and gen-

eral public relations. A second staff member might assist in teaching classes and supervising student field work assignments.

Not all of the courses recommended in the program of study for a recreation leadership curriculum necessarily require that recreation-trained staff teach them. Often, faculty from other departments might be better able to teach a particular class; for example, courses dealing with the teaching of skills in team sports or individual lifetime sports might best be taught by the physical education instructor. Likewise, courses in music, art, drama, and dance could be taught by specialists in those areas.

Other potential sources of instructional assistance might include visiting lecturers, guest speakers from local recreation agencies and related practitioners, or the part-time employment of retired recreation practitioners.

Permanent expansion of the recreation staff might be contingent on the size and scope of the program offerings, the number and kind of facilities available, or the number of students enrolled in the recreation leadership program. The administrator of the program might establish an effective faculty to student ratio of 1:20 or something similar as the criterion upon which to base additional staff appointments.

Faculty members should be encouraged to participate in activities and organizations which lead to personal professional development. Maintaining a close contact with practitioners and current literature in the field through special institutes and conferences should provide a basis for constant updating of material for their courses. Periodic sabbatical leaves for further recreation experience or study should also be encouraged.

The total workload of faculty members should be appropriate to insure satisfactory preparation and instruction. Between 15 and 20 hours per week usually constitutes a full teaching load. This schedule is based on contact hours rather than course credit hours. The use of trained, nonteaching assistants, particularly in laboratory situations, may increase faculty effectiveness and permit an extended schedule.

Administrative duties, committee work, developing special instructional aids, assisting students with individual projects, reviewing reports, and extra class activities such as supervising recreation clubs and student field work programs should all be considered when equalizing faculty workloads.

Recreation faculty members should receive salaries comparable to those of persons with similar responsibilities at the institution. In fact, because of the ex-

treme shortage of qualified recreation instructors, it may be necessary to pay more. The recreation staff should receive the same tenure privileges, promotion opportunities, and activity and committee assignments as other faculty members of the institution. They should also have adequate secretarial, clerical, maintenance, and technical services to accomplish their assignment.

The maximum size of a lecture class may vary somewhat, depending on the material to be covered, the lecture room size, and the teaching techniques used; but for most lecture classes, a faculty to student ratio of 1:30 should be considered optimum. A similar ratio should be established for field trips. Laboratory courses should be limited to approximately 20 students for maximum effectiveness, unless a competent assistant instructor is provided.

Student Selection

The ultimate objective of the curriculum is to produce qualified graduates. It is essential, therefore, that the recruits for this program have certain capabilities prior to enrollment. They should be high school graduates who have a sound education in English, history or social studies, mathematics, and science. The pace and range of instruction also require students who are ambitious, enthusiastic, dedicated to developing their capabilities to the limit, and interested in recreation as a career field. Applicants who have demonstrated these traits should perhaps receive priority consideration for enrollment. However, if their background appears inadequate, then the students should be given reduced course loads to allow for the maximum possibility of success. Initial course loads should devote a larger portion of time to recreation subjects than to general subjects in order to maintain motivation.

When selecting prospective students, a core of selection factors should be used in preference to an absolute standard. Transcripts of high school grades, standardized achievement, aptitude, and interest tests, references, biographical material, interviews, or similar tools could all be used in evaluating a student's potential for success. It should also be recognized, however, that desire and motivation coupled with aptitude and ability may frequently be as important as previous achievement records.

Once admitted, the student should be expected to meet the requirements placed upon him in the course

of his studies. Good practice would dictate that written policies for evaluating student performance be formulated and revised whenever necessary, with the assistance of the entire recreation faculty. Qualitative and quantitative assessments of the student's progress should be made continually by all involved faculty members to determine whether or not satisfactory work toward graduation is being maintained.

Student Advising

Effective student advising is essential. Assistance should be given in selecting educational and occupational objectives consistent with the student's needs, interests, and aptitudes. The "first point of contact" interview is too often a hurried conversation at the registration counter, followed by a number of forms and an assignment to an advisor on the basis of the student's declared educational and occupational goals. This procedure may be satisfactory for a few well-motivated and self-directed individuals, but most incoming students should be referred to a professionally trained counselor or to a specially trained advisor on the institution's staff for individualized assistance in confirming or modifying his declared goals and plans by relating these to broad areas of study. After this, the student may be assigned to an appropriate advisor for specific course selection. Many students who come for an interview will be undecided or vaguely decided, and frequently have misconceptions about recreation and about themselves. Some will believe that recreation and physical education are essentially the same. It should be explained clearly that the philosophy, training, and ultimate career opportunities in recreation are not the same as those in physical education.

An inappropriate choice of a career program may result in frustration, failure, and eventually dropping out. If a student appears unsuited for a recreation career, he should be advised to reconsider his career objective and perhaps select another educational program.

It is also important that the course load for students be consistent with their individual capabilities. In light of this, it is necessary for many individuals to be given reduced course loads. This may extend their education beyond the minimum two years. If it is determined that this procedure is best, then the student should be told that the most important factor in relation to course load is his being successful and that to achieve

success, a reduced load, at least initially, would be proper.

Periodic advisory conferences should be scheduled each semester. Such conferences may include discussions of study habits, interests of the student, and his career outlook. Expert counseling, when available on the institution's staff, should be extended to those who may need it. Recognizing that the success of many students can be attributed to the fact that a faculty member is interested in the student's welfare, advisory conferences are seen to be an important aspect of the educational program.

To assist in an accurate assessment of a particular student's capabilities and deficiencies, student cumulative records should be maintained and made available to all recreation faculty members. Such records might include:

- The student's high school transcript, his rank in his graduating class, and letters of reference from high school sources

- Results of all standardized intelligence, aptitude, and achievement tests, with raw scores converted to percentiles of relevant norm groups

- Results of vocational interest inventories

- Anecdotal reports of conferences with the student and his parents

- His assignment to a curriculum and the proper notation of his status

- His class schedule of courses and the hours of class attendance for each semester

- Grade reports and other periodic progress reports from his instructors

- A record of part-time and full-time job experience, with an evaluation sheet filled out by employers

- A record of extracurricular activities

- A cumulative record of courses completed, grades attained, and progress made toward meeting requirements for an associate degree in the field selected.

Student participation in professional recreation activities should be encouraged. A departmental student organization, such as a "recreation majors' club," may be formed to help bring together people with similar interests. Club meetings should provide student program development exercises, informal seminar discussions, exposure to speakers from local recreation and related agencies, film presentations, and reports of personal recreation experiences. Student organizations may also assist with recreation department "career days," "open house" events, or field trips.

Students should be encouraged to join national, State, and student professional societies and organizations. (See appendix A.) They offer excellent informative material on a regular basis at nominal costs. After graduation, they will find membership in professional organizations and regular reading of their journals and other publications very helpful in keeping up with their field.

If possible, organized field trips to nearby recreation agencies should be arranged early in the program to give students an opportunity to see recreation leaders on the job. These tours should provide motivation and an understanding of why certain subjects are required.

Student Recognition

Student academic achievement should be recognized in some manner. Many institutions grant an associate degree upon graduation. Departmental clubs may present annual awards to students for outstanding scholastic achievement, and to alumni for exceptional performance in the field. Recognition awards and ceremonies are important to the development of the students' morale, and to the graduate's self-esteem. The completion of a difficult program of achievement should not go unrecognized and unrewarded.

Placement and Follow-up

Graduates of recreation leadership programs should be aided to find suitable employment. The institution or department placement service should be aware of agencies in need of recreation program leaders and should help prospective employers meet and interview students approaching graduation. In addition, the recreation department should display up-to-date lists of available jobs; and representatives of the recreation program advisory committee should also provide assistance in helping students find suitable employment.

Textbooks, References, and Other Instructional Media

Recreation textbooks, references, visual aids, and other instructional resources are important tools of the teaching profession. They must be reviewed, supple-

mented, and revised constantly to reflect new developments and trends—particularly, the results of research into teaching methods and basic recreation concepts.

An orientation tour of the institution's library should be scheduled during the student's first semester to acquaint him with the kinds of resources available, and how to use them.

Visual aids are of major importance in many teaching situations if they are effectively used to complement and supplement classroom lectures or laboratory experiences. The aids cited in this guide are suggested as a basic visual resource library for a post high school recreation program. As new films become available, an instructor should select those which more closely meet his teaching objectives. All visual aids should always be previewed prior to use and should be integrated with course material.

Innovative instruction techniques should be thoroughly studied and perhaps tested before implementation. A flexible program of considered experimentation will often add new dimensions to old courses and develop improved teaching methods. By experimenting on a limited basis before full implementation, a post-secondary curriculum will not be seriously imperiled by innovations that are good in theory, but poor in practice.

A relatively inexpensive technique of bringing experts into the classroom is the tele-lecture, whereby expert recreation practitioners or noted educators can deliver a classroom lecture from across the country directly to the students via telephone. It is also possible for students to ask questions of the lecturer.

The tape recorder is another instructional device which can be used effectively in classroom instruction. Important interviews with noted personalities in the recreation profession, major addresses from conferences and institutes, or other discussions can be taped and replayed in classrooms for many years.

The use of video tape is becoming an inexpensive addition to classroom instruction. This device can be invaluable in the mastery of certain educational techniques; for example, a course on group leadership may video tape a student organizing and conducting a group recreation activity and allow him to evaluate his leadership techniques. Similarly, an oral presentation in a communications course may disclose any of the student's idiosyncracies which distract from his talk.

Instructors are also urged to use devices such as opaque, overhead, and slide projectors to illustrate visually the material in class or laboratory sessions. The recreation faculty must constantly keep abreast of the latest instructional techniques available and be en-

couraged to use them imaginatively and effectively in the classroom.

Library

The postsecondary institution library is often the most tangible indication of the quality of the institution's recreation program. A library which possesses an abundance of primary and secondary recreation resource materials usually implies a strong leadership program.

The rapidly evolving trends and developments in the recreation profession make the library a mandatory tool for the program's students. Classroom work should rely heavily on library-oriented study so that the students become intimately acquainted with information resources and their use. This training helps the student develop a professional attitude and serves him in good stead later as a practitioner.

Most instructors have office libraries from which they may select materials for student conferences or for personal loan. However, a central library with accessible catalogued reference materials is essential for controlled and orderly student use. To insure that the central library maintains the most up-to-date materials, recreation faculty should keep the head librarian informed of new books, periodicals, pamphlets, and other information resources for possible acquisition.

Similarly, the library staff should supply the faculty with a periodic list of recent acquisitions, complete with call numbers. Technical and trade journals should be circulated to the teaching staff or placed in a reserve area before they are made available for general library use.

The American Library Association suggests that two professional librarians and at least one nonprofessional staff member are required for effective service in post-secondary institutions with an equivalent of 500 full-time students. The larger the institution and its enrollment, the more nonprofessional staff members will be required. Professional librarians should not be required to spend their time doing clerical and routine work which nonprofessionals may accomplish competently.

In addition to reference materials, journals, and trade publications, a library should have encyclopedias available for quick reference and should maintain index material such as educational indices to aid staff and students in locating recent material on specific subjects.

An instructional media center may also be a library

service. Both library and staff representatives should review and evaluate visual aids as they become available to insure timely and pertinent use in classroom situations.

The American Library Association suggests that the library budget should be in relation to the total expenditures of the institution. A minimum of 5 percent of the total educational and general budget is considered appropriate for a well-established library, excluding the instructional media center; however, this

sum should be augmented if there is a rapid increase in student population or course offerings. The initial library budget for a newly organized institution should be considerably higher than 5 percent.

The list of general resource texts which appears after each course outline in this guide should all be included in the library. In addition, periodicals and professional journals are important references which should be available. Appendix C provides a suggested list of such materials.

the curriculum

Because of the limited time available, the two-year postsecondary curriculum must be carefully designed to provide the necessary education without superfluous material or overlapping. Each course should contribute the maximum information, yet dovetail with other courses in an appropriate sequence in order to establish a well-rounded curriculum. It should provide the basic knowledge required in the field as well as a depth of understanding that will permit quick assimilation of supplementary information after graduation.

To accomplish these purposes, the course content should supply a foundation of recreation philosophy, principles, and objectives, plus a basic general education during the first year. The second year should consist of an expanded program of related electives and recreation theory, along with recreation courses such as group leadership techniques, program planning and organization, and outdoor recreation.

Because the recreation leader's work requires face-to-face involvement with program participants, it is desirable that he possess a broad, liberal education in human relations which includes:

- A knowledge of the natural and social sciences which contributes to an awareness of physical and social environments and their effect upon man and society, including the role and structure of social institutions, the importance of social change and value structures, and the effect of physical environment upon man and society

- A knowledge of man's development as an individual and as a social being, including individual needs, desires, and capabilities for all age levels and for varying degrees of mental, emotional, and physical abilities, and their relation to group participation

- An understanding of the learning process and the means of implementing it through written, oral, and graphic communication to motivate people of differing capabilities

- A knowledge of the history of man's social, intellectual, spiritual, and artistic achievements, and an appreciation of the cultural arts.

In addition to this fundamental background in human relations, the adequately trained recreation pro-

gram leader should obtain a number of recreation-oriented techniques and skills. These should include:

- A knowledge of the history and development of the recreation movement, including an understanding of the nature of the recreative experience and its importance to individuals, the influence of leisure on society, and philosophies of recreation

- An understanding of community recreation organizations, their philosophy, foundations, principles, and methods

- A knowledge of the development, structure, purpose, functions, and interrelationship of private, public, voluntary, military, industrial, commercial, and religious organizations which render recreation services.

- An understanding of the theories, principles, and practices of leadership, including developing, supervising, and evaluating subordinate personnel and program participants

- A knowledge and understanding of some of the recreation activities in relation to principles, objectives, organization, purposes, values, and criteria for selection and evaluation

- The ability to relate theory to practical experience.

- At least a minimum skill in activities such as drama, dance, music, arts and crafts, sports, outdoor recreation, and aquatics.

The foregoing are considered the minimum educational requirements for qualified associate professionals entering careers in the field of recreation. Although basically pragmatic, this knowledge and these skills require a high order of specialization.

The suggested curriculum has been designed to provide maximum recreation leadership instruction in a two-year educational program. Although it may appear to be inordinately rigid and restrictive to anyone unfamiliar with this type of educational service, its basic structure and content will produce the kind of qualified associate professional leaders required by the recreation field.

While modifications may be necessary in individual institutions because of unusual circumstances, the overall direction and goals of this suggested program should be maintained as closely as possible.

The course outlines are concise and comprehensive and are intended as guides rather than as specific, inflexible instructional units. The instructional level is based upon a consensus concerning the occupational proficiency required for success as an associate professional in the field. It is intended to provide a basic educational foundation from which proficiency may later be achieved with practice and experience.

As a general outline, the proposed curriculum cannot serve each individual's needs. Members of the advisory committee, especially those representing employers, can assist the faculty in counseling and guiding each student to attain his individual goals by recommending the particular subjects and practical experiences required for his career development, the time to be spent on each, and the laboratory facilities, equipment, and textbooks to be used.

A 16-week semester is assumed, of which one week is set aside for final examinations. Periodic evaluation is necessary throughout each course to determine the student's knowledge and cause him to make a comprehensive review of the material presented. Examinations also are helpful in determining weaknesses in teaching techniques or in coverage of subject matter.

Outside study is an important aspect of the student's total development since it permits individual initiative and teaches him to use his time wisely. Theoretical principles taught in the classroom should be supplemented with practical application whenever relevant. Field trips assist in making classroom instruction more meaningful when they are carefully planned to coincide with material under study.

Course Content

The recreation program leadership curriculum has been designed to provide the postsecondary student with:

The basic background information required to understand the environment within which he will work

The broad technical training and minimum experience necessary to be a productive employee in an entry-level job

The educational foundation needed to undertake further study within the field through in-service training, professional short courses, or—to

a limited extent—enrollment in a four-year program.

In preparing this curriculum outline, several additional factors influenced the final content and organization:

The duties and responsibilities which graduates may be expected to perform

Personnel requirements imposed by employers
Normal variance in the competence, interests, and background experience of instructors

The wealth of knowledge that must be imparted to average students in a limited postsecondary curriculum.

The resulting recreation leadership curriculum has been designed to offer the student a functionally unified educational program, exposure to both theoretical principles and practical experience, and a limited range of elective specialization possibilities.

The proposed recreation leadership curriculum devotes a large portion of time to activity skills development in the first semester and continues this practice throughout the program. Laboratory work should be maintained at an active pace in courses for recreation program leaders. Reducing activity often lowers morale, causes student apathy, and results in program drop-outs. A less stringent program may also produce a graduate who is deficient in essential skills, untrained for his occupational objective, and therefore unemployable.

The laboratory hours suggested in the outline are not necessarily intended to be single units; rather, they can be scheduled in increments (for example, a course requiring 4 laboratory hours per week might be scheduled in two 2-hour sessions).

Program of Study

FIRST YEAR

	<i>Class hours</i>	<i>Laboratory hours</i>	<i>Suggested credit hours</i>
FIRST SEMESTER			
Communication Skills (written).....	3	0	3
Natural Science I.....	3	2	4
Introduction to Recreation Services..	3	0	3
Arts and Crafts.....	0	4	2
Team Sports.....	0	4	2
Drama.....	0	4	2
Total.....	9	14	16

FIRST YEAR—Continued

SECOND SEMESTER	Class hours	Labora- tory hours	Suggested credit hours
Communication Skills (oral).....	3	0	3
Introduction to Sociology.....	3	0	3
Humanities.....	3	0	3
Social Recreation.....	2	2	3
Individual Lifetime Sports.....	0	4	2
Field Work I.....	1	¹ 6	2
Total.....	12	12	16

SECOND YEAR

THIRD SEMESTER	Class hours	Labora- tory hours	Suggested credit hours
Introduction to Psychology.....	3	0	3
Group Leadership.....	3	0	3
Outdoor Recreation.....	2	2	3
Music.....	0	4	2
Field Work II.....	1	¹ 6	2
Elective.....	3	0	3
Total.....	12	12	16
FOURTH SEMESTER	Class hours	Labora- tory hours	Suggested credit hours
Natural Science II.....	3	2	4
Program Planning and Organization.....	3	0	3
Water-related Sports.....	0	4	2
Folk, Square, and Social Dancing.....	0	4	2
Field Work III.....	1	¹ 6	2
Elective.....	3	0	3
Total.....	10	16	16

¹ Variable.

Brief Description of Courses

Because this suggested curriculum is intended as a guide, course descriptions are relatively short and unrestrictive. The department head and individual instructor should develop course content and presentation schedules in accordance with the needs of the communities they serve, the students they teach, and the facilities available. The section on "Facilities, Equipment, and Costs" may also be helpful in organizing the program.

First Semester

Communication Skills (written). Includes instruction in the foundations of communication skills for everyday living. The proper use of language skills is developed to enable the student to use and spell words correctly, to write satisfactory letters, and to demonstrate the fundamentals of grammar.

Natural Science I. Presents a basic understanding of man as a biological organism in nature. This initial orientation to natural science emphasizes the zoological and botanical aspects as opposed to the physical.

Introduction to Recreation Services. Introduces the basic fundamentals of the nature, scope, and significance of organized recreation services. It includes study of factors involved in the operation of basic recreation units, major program areas, organizational patterns, and the interrelationship of special agencies and institutions which serve the recreation needs of society.

Arts and Crafts. Demonstrates the methods and materials used in arts and crafts projects for a variety of recreational settings: school, camp, playground, recreation center, and club. Emphasis is on constructing, administering, promoting, and teaching crafts.

Team Sports. Offers a survey of the basic terminology, skills, and rules of selected team sports and their use in recreation. Emphasis is upon knowledge and understanding of the organization, administration, and promotion of sports rather than mastery of performance skills.

Drama. A survey of the scope, values, and fundamental skills of drama and its role in recreation. Emphasis is on knowledge, understanding, and promotion of drama rather than mastery of performance skills.

Second Semester

Communication Skills (oral). Introduces the methods, materials, and techniques utilized for effective oral communications.

Introduction to Sociology. Includes the study of cultural backgrounds, social structure, and personality, with emphasis on the impact of groups and institutions on social behavior.

Humanities. Presents a chronological study of the achievements of man in art, literature, music, philosophy, and religion. It emphasizes appreciation of factors contributing to present-day intellectual, artistic, and spiritual life.

Social Recreation. Introduces methods and materials for planning, organizing, and conducting social activities for groups of various sizes and ages in a variety of social situations. Emphasis is on the mechanics of planning and presenting a repertoire of activities for social recreation events. Major activities will be discussed, played, and/or demonstrated.

Individual Lifetime Sports. A survey of the basic terminology, skills, and rules for selected individual lifetime sports and their use in recreation. Emphasis is on knowledge and understanding of the organization,

administration, and promotion of sports which have carry-over value rather than on mastery of performance skills.

Field Work I. A course designed to give the recreation student practical experience under supervision. The first experience should have the student working with an agency leader as a junior leader. There should be exposure to leadership responsibilities of planning, conducting, and evaluating an activity or program.

Third Semester

Introduction to Psychology. Presents the processes and principles of behavior and the methods of studying psychological data. Emphasis is on personality development and measurement.

Elective. Courses are chosen by the students with the guidance and consultation of faculty advisors. Each student may select a course in any discipline which will further his career in recreation.

Group Leadership. Provides insight into the theory, principles, and practice of planning, organizing, and conducting effective recreation programs for various groups. Emphasis is on group involvement.

Outdoor Recreation. Includes study of the history, development, and trends of outdoor recreation, conservation, and organized camping. Emphasis is on laboratory work, field trips, and the development of outdoor skills.

Music. Presents music as an integral part of a well-planned recreation program. Singing, instruments, rhythm, and music appreciation are included, with emphasis on developing appreciation, utilization, and promotion of music rather than on mastery of performance skills.

Field Work II. The second supervised course designed to give the recreation student practical experience in developing recreation leadership skills. The student should work as a direct leader, with the responsibility for planning, conducting, and evaluating an activity or program.

Fourth Semester

Natural Science II. This course stresses the ecological concepts relating man to his environment. It includes a study of natural resources such as land, water, and air and their recreational benefits to man.

Elective. The final course elected by the student with the guidance and consultation of a faculty advisor. He may select a course in any discipline which will be beneficial to his career in recreation.

Program Planning and Organization. A study of essential elements and basic principles involved in the organization, supervision, promotion, and evaluation of various types of recreation programs. Emphasis is on organized programs and services.

Water-Related Sports. Includes the basic terminology, skills, and techniques of selected water-related activities and their use in recreation programs.

Folk, Square, and Social Dancing. Introduces methods and materials of folk, square, and social dancing. Attention is given to terminology, skills, selection, and presentation of dances. Emphasis is on knowledge and understanding of administration and promotion, rather than on mastery of performance skills.

Field Work III. The third course designed to give the recreation student practical experience under supervision. The student should work as an indirect leader by assisting a group or individual in planning, conducting, and evaluating group or individual activities.

Field Work

The field work suggested in this curriculum guide represents a large portion of the total program of study for the postsecondary student. To properly acquaint the student with the nature and diversity of recreation programs and services available, it is recommended that, whenever possible, all field work should occur in a setting distinctly different in philosophy, organizational structure, and clientele served than was (or is to be) provided in the other two field work experiences. Each should be designed to provide a maximum educational experience, including planned occurrences and evaluation of response. It should be a developmental experience.

The proposed sequence of the field work courses are developmental in that they logically progress from a dependency position (leader aide), to an autonomy position (leader), to an interdependency position (advisor or counselor).

To best provide an adequate three-way understanding (student, institution, and agency) and acceptance in placing students for field work, the following procedures are recommended:

An initial conference should be held between the recreation faculty supervisor of field work and the student to determine needs, interests, and abilities with regard to field work placement.

Selection of the field work assignment should be made by the faculty supervisor with the student.

The student should meet prior to the field experience with the agency supervisor to discuss his role and responsibilities.

There needs to be a joint supervision of the student by the recreation faculty supervisor and a qualified representative of the cooperating agency or organization. (See appendixes D and E for the agency acceptance of field work student, and the cooperative agreement between institution and agency.) Day-to-day supervision is the responsibility of the agency supervisor; therefore, it is important that this person be properly qualified by experience and education; and aware of the philosophy and desired outcomes deemed necessary by the recreation supervisor of the institution. This person serves as the agency-based teacher, offering instruction and supervision to the student.

Selection of Agency Supervisors

To produce the types of results felt important by the institution, it is suggested that agency supervisors possess the following minimal qualifications:

- A Bachelor's Degree from an accredited college or university

- Competence as a recreation practitioner, with a thorough knowledge of the field of practice

- Successful supervisory experience of at least one year

- An interest in field work instruction

- Ability to analyze and evaluate practice

- An understanding of the policy and position of the recreation program leadership curriculum

- Interest in participating in the development of high standards in the recreation movement.

Selection of Agencies as Field Work Centers

The following factors should be considered when selecting agencies as field work centers:

- Evidence of a sound professional philosophy and its application in programs and services

- Recognized standing as an agency in the State and/or community

- Adequate areas, facilities, and equipment to conduct a broad program

- High standards of employment practices

Employment of a professionally prepared staff to supervise students.

Selection of Faculty Supervisor of Field Work

The person identified by the recreation program to serve as faculty supervisor of field work students should keep in constant touch with the agency supervisor regarding the progress of each student and should be available to the agency supervisor for consultation about the students. Other responsibilities include:

- Representing the institution in all official arrangements with cooperating agencies in the conduct of the field work experience

- Supervising the training of the student in the cooperating agency. The supervisor should visit the student, if possible, a minimum of three times during the student's period of field work, to observe the student's training, and to confer with the student and with the agency supervisor.

- Evaluating field work reports submitted by the agency supervisor and those of the student and discussing these reports with them.

During field work, students should be required to participate in conferences with the recreation faculty supervisor for periodic discussions of their work. They should also be required to submit weekly reports to the faculty supervisor on their specific responsibilities and duties, specific problems encountered, methods followed, and related data. (See Appendix F, Student Weekly Field Work Report, and Appendix G, Agency Supervisor's Final Report.)

Specialization

The limited time available to educate the two-year postsecondary student for employment makes detailed coverage of the recreation field impractical. However, through appropriate faculty guidance and counseling, it is still possible for students to be introduced to a specialized area of recreation. This can be accomplished through the selection of electives and field work which relate to settings or groups in which the student has the keenest interest and the most ability.

The following are examples of elective courses which advisors may suggest to students desiring limited specializations:

Municipal Recreation. Local government, business procedures, municipal administration, accounting, or urban planning.

Outdoor Recreation. Ornithology, geology, zoology, botany, or conservation of natural resources.

Therapeutic Recreation. Special education, abnormal psychology, adaptive physical education, or social psychology.

Recreation for the Aged. Social gerontology, adult education, social psychology, or functions in human development.

In addition to the selection of appropriate elective courses, one or more of the field work experiences can provide opportunities to obtain further knowledge and skills. The recreation staff should make arrangements with several different kinds of agencies from which students may select a particular setting for their field work.

Students interested in outdoor recreation might do their field work in a park system, or at a camp or school with an outdoor education program. Others seeking careers in therapeutic recreation might work with public or private institutions such as hospitals or day-care centers. Those concerned with recreation for the aged might be employed in nursing homes, senior centers, or multipurpose centers for older citizens.

Suggested Continuing Study

Obviously, a postsecondary program cannot cover in depth all the subjects pertinent to the recreation field; certain important related knowledge, touched only lightly in formal training, may be required for the graduate practitioner's continuing growth and development in the field. The two-year graduate may keep abreast of developments in the field by reading current recreation literature, joining professional societies, continuing study in-service, and by taking supplementary college courses.

Some suggested continuation or extension courses for graduates of the postsecondary recreation leadership curriculum include: foundations of leisure and recreation, planning park and recreation facilities, research in recreation, administration of recreation services, problems and trends in recreation, and seminars on issues and challenges to the recreation profession.

Experience has shown that after entering the field, many two-year graduates decide to pursue their formal education at a four-year institution. They may take

additional courses in the evening, or they may temporarily terminate employment to seek a bachelor's degree in recreation or other related disciplines on a full-time basis. Colleges and universities differ greatly in their policies of accepting course credits earned at other institutions. Therefore, faculty advisors should make it clear at the onset, and throughout the recreation leadership program, that the curriculum is designed to terminate at the end of two years, and that there is a possibility the student will not receive course credit for all of his courses if he later decides to transfer to a four-year college or university.

For students and graduates who elect to transfer, faculty advisors should make appropriate information available to assist them in evaluating their general progress and determining their new educational objectives. To provide this information, advisors should constantly be alerted to information on the following:

Course Acceptance. A list of the postsecondary courses accepted by senior institutions can be determined through regular review and agreement by officials of the institutions concerned.

Curriculum Changes. Counselors and advisors should be kept informed of current and anticipated changes in course and curricula content through the institution's administrative bulletins, conferences, and the like.

Requirements for Admission and Upper Division Standing. Advisors and counselors should have a knowledge of admission requirements at the major senior institutions to which their students most often transfer. Senior colleges should include clear and comprehensive statements of transfer admission requirements in their catalogues.

Performance of Transfers. Advisors should be well informed of transfer student success or failure at senior institutions through periodic checks. They should conduct followup studies of students to learn the problems they encounter after transfer.

Student Services. Advisors should know the student services offered by major senior institutions accepting their transfers. This information should cover opportunities for financial assistance, housing, counseling and guidance, remedial courses, various educational programs, health services, and student activities. Meetings between personnel provide one important means of augmenting the published information of four-year institutions.

Other Considerations

There are several additional important factors which should be considered when planning a postsecondary curriculum in recreation program leadership. One such factor is that of cooperation between the institution and sources within the community on matters such as facility usage and continuing education.

Institution/Community Cooperation

The postsecondary institution recreation department should be an integral part of community life and be receptive to the recreation needs of the community. Faculty, facilities, and equipment can often be used by nearby residents and community organizations as an extension of recreation services not otherwise provided in the immediate area; drama groups may seek faculty directors; senior citizens may use the arts and crafts laboratory between scheduled classes.

The department should cooperate with local recreation service agencies by providing short-term training courses for personnel, by inviting employees to hear

guest lectures, or by working with agency directors to implement in-service training programs.

Another important factor to consider when planning a recreation program leadership curriculum is the administrative housing of the program within the institution's structure.

Administrative Structure

Too often it is mistakenly assumed that a new recreation curriculum should be placed in the physical education department. Although a portion of the courses suggested for inclusion in the recreation program leadership curriculum does relate to physical activity and can be adequately taught by physical education instructors, the purposes and objectives of a recreation education program are more closely related to community service.

With this thought in mind, administrators and institution personnel should consider housing the recreation program in a discipline or department more closely related to recreation—public affairs, community services, or similar social science-oriented areas.

course outlines

Introduction to Recreation Services

Hours Required

Class, 3

Course Description

This course is designed to introduce the student to the historical and philosophical foundations of leisure and recreation. The student should be offered an opportunity to develop concepts concerning recreation, the meaning of leisure and recreation, the socioeconomic movements which have affected the growth and development of recreation, the economic importance of recreation, the social institutions providing recreation services, and the types of areas and facilities used in recreation.

Many and varied types of agencies which provide leisure services are presented and emphasis is placed on the interrelatedness of special agencies and institutions which serve the recreation needs of society.

Every opportunity should be afforded to observe the recreation services of a number of agencies in operation. Field trips to local public recreation departments and to voluntary, private, and commercial recreation programs for the community should be scheduled to allow the student to associate theoretical concepts with practical experiences.

Major Divisions

- I. Historical Overview of Leisure and Recreation
- II. The Park and Recreation Movement Past and Present
- III. Theories of Play
- IV. Leisure, Recreation, and Work
- V. Effects of Leisure on Society
- VI. Effects of Leisure on the Individual
- VII. The Importance of Recreation to the Community
- VIII. The Economic Significance of Recreation
- IX. Types of Community Agencies Providing Leisure Services
- X. Cooperation at the Local Level
- XI. Recreation Services and Aids from Federal Government

- XII. Recreation Services and Aids from States
- XIII. Special Groups Served Through Recreation Services
- XIV. Areas and Facilities for Recreation

Course Outline

- I. Historical Overview of Leisure and Recreation
 - A. The emergence of leisure
 - B. Leisure in the modern era
 - C. Changing views of leisure
 1. Military concept
 2. Cultural viewpoint
 3. Puritanical attitude
 4. Scientific attitude
 5. Social attitudes
- II. The Park and Recreation Movement—Past and Present
 - A. Europe
 1. Early pioneers and their contributions
 2. Influence of the war years
 - B. United States
 1. Early beginnings
 2. Unification of play movement in America
 3. Leaders in the movement
 4. Events and organizations influencing the movement from 1910 to 1930
 5. The depression years
 6. Effects of World War II
 7. The years of expansion, 1946–1960
 - a. Outdoor recreation
 - b. Industrial recreation
 - c. Therapeutic recreation
 - d. Church recreation
 - e. Family recreation
 - f. Recreation for the aged
 - g. Professional preparation
 8. 1960 to present
- III. Theories of Play
- IV. Leisure, Recreation, and Work
 - A. Definition of terms
 1. Leisure
 2. Recreation
 3. Play
 4. Work
 - B. Characteristics of recreation
 - C. Recreation and work

- V. Effects of Leisure on Society
 - A. The population spiral
 - B. The urban revolution
 - C. Scientific advances
 - D. Government concern for recreation
 - E. Evolution of family and home life
 - F. Expansion of education
 - G. Spread of cultural arts
 - H. Changes in values
- VI. Effects of Leisure on the Individual
 - A. Personal effects of leisure and recreation
 - 1. Physical well-being
 - 2. Mental and emotional health
 - 3. Motivations—the social drives
 - 4. Intellectual development
 - 5. Character development
 - 6. Social adjustment
 - 7. Aesthetic and spiritual values
 - B. Group effects
- VII. The Importance of Recreation to the Community
 - A. Factors influencing the growth of recreation needs
 - B. Misconceptions and changing attitudes
 - C. The values of recreation
 - 1. To the community
 - 2. Personal values
 - D. Recreation's contribution
 - 1. Recreation and health
 - a. Physical health
 - b. Mental health
 - 2. Recreation and work
 - 3. Recreation and adult education
 - 4. Recreation and group work
 - 5. Recreation and physical education
- VIII. The Economic Significance of Recreation
 - A. Recreation as an economic factor
 - 1. Recreation creates employment
 - 2. Recreation as an attraction to industries
 - 3. Recreation and property values
 - B. Recreation expenditures
 - 1. Difficulty in determining expenditures
 - 2. Travel and vacation business
 - 3. Home-related recreation expenditures
 - 4. Economic aspects of outdoor recreation
 - 5. Economic aspects of sports
 - 6. Amusement and entertainment
 - 7. Economic aspects of cultural activities
 - C. Recreation in the future economy
 - 1. Trends
 - 2. Predictions
- IX. Types of Community Agencies Providing Leisure Services
 - A. Voluntary youth-serving agencies
 - 1. Objectives
 - 2. Development
 - 3. Leadership
 - 4. Administration
 - 5. Program
 - 6. Trends
 - B. Commercial recreation interests
 - C. Private agencies
 - 1. Industrial recreation
 - 2. Church recreation
 - D. Public agencies
 - 1. Libraries
 - 2. Museums and nature centers
 - 3. Zoos
 - 4. Botanical gardens
 - 5. Police departments
 - 6. Schools
 - 7. Stadiums
- X. Cooperation at the Local Level
 - A. Community-wide relationships
 - 1. Community councils
 - a. Coordinating councils
 - b. Councils of social agencies
 - 2. Relationships among local governmental agencies
 - a. School-city cooperation
 - b. Park-recreation cooperation
 - c. City planning agencies
 - 3. Advisory councils
 - B. Guiding principles for cooperative action
- XI. Recreation Services and Aids from Federal Government
 - A. Recreation functions
 - B. Recreation and the land administering agencies
 - C. Agencies with advisory, consultative and research functions
- XII. Recreation Services and Aids from States
 - A. Recreation functions of States
 - B. State recreation commissions or boards
 - C. State departments concerned with natural resources
 - 1. State parks
 - 2. State forests
 - 3. State fish and game agencies
 - D. State agencies concerned with education
 - 1. Department of public instruction
 - 2. State colleges and universities
 - 3. State museums and libraries

- E. Agencies concerned with health
 - 1. Health agencies
 - 2. Welfare agencies
 - 3. State youth commissions or councils
 - 4. Commissions for the aged and aging
 - 5. Correction agencies
- F. Other agencies
 - 1. Agricultural extension service
 - 2. Highway departments
 - 3. Commerce agencies
 - 4. Planning agencies
 - 5. Others

XIII. Special Groups Served Through Recreation Services

- A. The ill and handicapped
- B. Older Americans
- C. The armed forces
- D. The delinquent
- E. Rural recreation
- F. Family recreation

XIV. Areas and Facilities for Recreation

- A. Responsibility of local government
 - 1. Acquire, develop, and maintain land
 - 2. Coordination of existing facilities
 - 3. Immediate and long-range plans
 - 4. Encroachment
- B. Basic considerations in planning
 - 1. Integration
 - 2. Study
 - 3. Cooperation
 - 4. Coordination
 - 5. Interrelation
- C. Area types
 - 1. Major facilities
 - 2. Standards

Texts and References

Brightbill. *Man and Leisure*.
 DeGrazia. *Of Time, Work and Leisure*.
 Dulles. *A History of Recreation*.
 Huizinga. *Homo Ludens*.
 Kaplan. *Leisure in America*.
 Miller and Robinson. *The Leisure Age*.
 Nash. *Recreation: Pertinent Readings*.
 Sabora and Mitchell. *Theory of Play and Recreation*.

Films

A Chance to Play. General Electric Co.
Better Use of Leisure. Coronet Films.
Careers in Recreation. Athletic Institute.

Of Time, Work and Leisure. Audio-Visual Center, Indiana University.

When All the People Play. National Film Board of Canada.

Group Leadership

Hours Required

Class, 3

Course Description

It is important that recreation students gain a knowledge of human dynamics, leadership abilities, and the identification of types of groups.

Leadership application, so far as this course is concerned, deals with the student's obtaining a practical knowledge of group situations and the principles necessary for effective leadership. A number of leadership techniques are presented and the instructor is urged to provide adequate class time for students to apply these techniques.

Opportunities should be afforded to observe recreation leaders in actual leadership experiences and to allow sufficient time for student evaluation of their performances.

Major Divisions

- I. The Meaning of Leadership
- II. Recreation and the Leadership Function
- III. The Leadership Process
- IV. Principles of Effective Leadership
- V. Leadership Techniques
- VI. Leadership Personnel
- VII. Personnel Practices and Policies
- VIII. Supervision

Course Outline

- I. The Meaning of Leadership
 - A. Definition of leadership
 - 1. Informal leadership
 - 2. Formal leadership
 - B. Theories of leadership
 - 1. Trait theory
 - 2. Situational theory
 - 3. Functional theory
 - 4. Composite theory of recreation leadership

II. Recreation and the Leadership Function

- A. The nature and types of groups
 - 1. Functions in the work-oriented group
 - 2. Functions in the program-oriented group
 - 3. The small group
- B. Fulfilling the individual's group needs in recreation
 - 1. Communication and involvement within the group
 - 2. Responsibility for group identity
 - 3. Responsibility for cohesiveness

III. The Leadership Process

- A. Sources of leadership
 - 1. Conditions which promote the creation of leadership
 - 2. Types of leadership
- B. Styles of leadership
- C. Concepts of leadership
- D. The challenges of leadership
 - 1. Creation of a favorable climate
 - 2. The leader as a target
- E. Misconceptions of leadership
- F. Participation in group dynamics
 - 1. Organizing planner teams and formulating proposals
 - 2. Performing under stress
 - 3. Competition
 - 4. Effect of group membership on the individual
 - 5. Barriers to communication
 - 6. Effect of group action on behavior of individual
 - 7. Demonstrating effect of group attitude on individual's behavior
 - 8. Managing a situation in which nothing is resolved
 - 9. Improving interviewing skills
 - 10. Debriefing session

IV. Principles of Effective Leadership

- A. Roles of the leader
 - 1. Decision making
 - 2. Stimulating
 - 3. Disciplining
 - 4. Evaluating
- B. Principles for recreation leaders
 - 1. Sound philosophy of recreation
 - 2. Involvement
 - 3. Individual differences
 - 4. Others
- C. Impersonal skills
 - 1. Open-ended, unstructured situation
 - 2. Impact of group members on each other
 - 3. Perception

- 4. Human relations and attitude changes
- 5. Role playing in a conflict situation
- 6. Perception, regression rationalization
- 7. Idealized self-image
- 8. Debriefing session

V. Leadership Techniques

- A. Small group discussion
- B. "Buzz group"
- C. Symposium
- D. Panel discussion
- E. Dialogue
- F. Interview
- G. Role playing
- H. The committee method
- I. Others

VI. Leadership Personnel

- A. Characteristics of a leader
- B. The park and recreation staff
 - 1. Functional
 - 2. Supervisory
 - 3. Administrative
 - 4. Executive
- C. Leadership duties and responsibilities
 - 1. Functional
 - 2. Supervisory
 - 3. Administrative
 - 4. Executive

VII. Personnel Practices and Policies

- A. Recruitment, selection, and placement
 - 1. Job descriptions
 - 2. Advertising positions
 - 3. Reviewing applications
 - 4. Testing applicants
 - 5. Selection of personnel
 - 6. Probationary period
- B. Employment policies
 - 1. Promotional policies
 - 2. Hours of work and leave
 - 3. Professional development
 - 4. Evaluation of personnel
 - 5. Health and welfare provisions

VIII. Supervision

- A. Concepts
- B. Techniques
 - 1. Volunteers
 - 2. Part-time and seasonal employees

Texts and References

- Beal, Bohlen, and Randabaugh. *Leadership and Dynamic Group Action*.
- Danford. *Creative Leadership in Recreation*.

Jennings. *An Anatomy of Leadership*.
Olmsted. *The Small Group*.
Shivers. *Leadership in Recreation Service*.

Program Planning and Organization

Hours Required

Class, 3

Course Description

The underlying principles for effective recreation programming are presented. An overview of the variety of program areas associated with recreation is discussed and attention is given to the recreation interests and needs of the participants.

Major objectives of this course should be to teach the student to plan, organize, and provide leadership in program participation, and to teach him about the necessary facilities and equipment.

An important part of the recreation program leader's responsibilities are records and reports. The instructor should attempt to provide many illustrative examples of successful programs, as well as records and reports.

MAJOR DIVISIONS

- I. Program Planning Principles and Methods
- II. People's Recreation Needs and Interests
- III. Recreation Program Areas
- IV. Organization Skills for Special Events
- V. Municipal Organization for Parks and Recreation
- VI. Operation of Playgrounds
- VII. Operation of Recreation Buildings and Indoor Centers
- VIII. The Operation of Recreation Facilities
- IX. Publicity and Public Relations
- X. Office Operations
- XI. Records, Reports, and Accountability
- XII. Evaluation Techniques

Course Outline

- I. Program Planning Principles and Methods
 - A. Factors in planning recreation programs
 1. People to be served
 - a. Interest

- b. Age
 - c. Sex
 - d. Skill
 2. Areas and facilities
 - a. Place
 - b. Size of the group
 3. Type of organization
 4. Type of community
 - a. Economic status
 - b. Nationality, race
 - c. Others
 - B. Pitfalls in planning
 1. Traditional approach
 2. Current practices approach
 3. Expressed desires approach
 4. Authoritarian approach
 - C. Guiding principles for program planning
 1. Knowledge of community needs and resources
 2. Cooperative process
 3. Accepted standards and principles
 4. Planning—a continuous process
 5. Public understanding
 6. Community organization
 7. Needs and interests of people
 - D. Methods of organization
 1. Informal activities
 2. Organized activities
- II. People's Recreation Needs and Interests
 - A. Children
 - B. Teenage youth
 - C. Adults
 - D. Older Americans
- III. Recreation Program Areas
 - A. Arts and crafts
 - B. Dance
 - C. Drama
 - D. Literary, mental, and linguistic
 - E. Music
 - F. Outdoor recreation
 - G. Social recreation
 - H. Sports and games
 - I. Hobbies
 - J. Special events
- IV. Organization Skills for Special Events
 - A. Preliminary consideration
 - B. General committee
- V. Municipal Organization for Parks and Recreation
 - A. Recreation and parks as a separate function
 - B. Combined recreation and park administration

- C. School administration of recreation
 - D. The separate recreation and/or park district
 - E. The county
 - F. Miscellaneous organizational patterns
 - VI. Operation of Playgrounds
 - A. Function of the playground
 - B. Playground organization
 - 1. Selection
 - 2. Length of season
 - 3. Playground hours
 - C. Program planning
 - 1. Advanced plans
 - 2. Factors affecting planning
 - 3. Planning methods
 - D. Playground programs
 - 1. Daily program
 - 2. Weekly program
 - 3. Planning methods
 - E. Problems of operation
 - F. Supplies
 - 1. Game supplies
 - 2. Craft supplies
 - 3. Accessories
 - VII. Operation of Recreation Buildings and Indoor Centers
 - A. Building operation
 - 1. The staff
 - 2. Hours of operation
 - 3. Use of facilities
 - B. Building and center programs
 - 1. Building activities
 - 2. A summer building program
 - 3. Fall and winter building program
 - VIII. The Operation of Recreation Facilities
 - A. Bathing beach and swimming pool
 - 1. Safety
 - 2. Program
 - B. Golf course
 - 1. Control of play
 - 2. Promotion
 - C. The stadium
 - D. Municipal camp
 - E. Winter sports facilities
 - 1. Skating rink
 - 2. Snow sports
 - 3. Others
 - F. Other facilities
 - IX. Publicity and Public Relations
 - A. Internal relations
 - B. External relations
 - 1. Newspapers
 - 2. Radio and television
 - 3. Others
 - X. Office Operations
 - A. Correspondence
 - B. Files
 - 1. Alphabetical
 - 2. Numerical
 - 3. Subject
 - C. Sources of information
 - D. Telephone use
 - XI. Records, Reports, and Accountability
 - A. Financial records
 - 1. Budgets
 - 2. Register of encumbrances
 - 3. Register of cash receipts
 - 4. Payroll
 - 5. Records of financial operation
 - 6. Insurance policies
 - B. Supply records
 - 1. Inventory of stores
 - 2. Delivery records
 - 3. Specifications for supplies
 - C. Property and equipment records
 - 1. Land records
 - 2. Records of buildings
 - 3. Equipment inventory
 - D. Personnel records
 - 1. Personnel information
 - 2. Schedule of assignments
 - 3. Time records
 - 4. Applications for employment
 - 5. Transportation
 - E. Program and attendance records
 - 1. Program instructions and policies
 - 2. Master calendar events
 - 3. Weekly or seasonal forecasts
 - 4. Weekly reports from recreation centers
 - 5. Cumulative program records
 - 6. Records of accidents
 - 7. Permits for use of facilities
 - F. Reports
 - 1. Routine administrative reports
 - 2. Annual department reports
 - XII. Evaluation Techniques
 - A. Measuring the effectiveness of program techniques
 - B. Evaluation of participants
 - C. Evaluation of leaders
- Texts and References**
- Avedon and Arje. *Socio-Recreative Programming for the Retarded.*

Carlson, Deppe, and MacLean. *Recreation in American Life*.

Chapman. *Recreation Activities for the Handicapped*. Hall. *School Recreation*.

Hjelte and Shivers. *Public Administration for Park and Recreation Services*.

Kleemeier. *Aging and Leisure*.

Kraus. *Recreation Today*.

National Council on Aging. *Centers for Older People: Guide for Programs and Facilities*.

Pomeroy. *Recreation for Physically Handicapped*.

Rodney. *Administration of Public Recreation*.

Thompson. *Recreation for the Handicapped in the Community Setting*.

Williams. *Recreation for the Senior Years*.

Films

Classrooms in the Park. Lifetime Sports Foundation.
Financed Recreation. National Recreation and Park Association.

Leaders for Leisure. Athletic Institute.

Playtown USA. Athletic Institute.

Recreation Center for the Handicapped. Stanford University.

Therapeutic Camping. Devereaux Schools.

Town and Country Recreation. Athletic Institute.

\$1,000 for Recreation. Athletic Institute.

Social Recreation

Hours Required

Class, 2; Laboratory, 2

Course Description

The course is designed to present material and information necessary to adequately conduct social recreation in clubs, churches, camps, playgrounds, and recreation centers. The focus should be on acquainting students with planning, programming, and conducting social recreation activities.

Ample opportunity for developing individual strengths and understanding should be provided by actually conducting social activities under supervision for an outside group. In addition, either individually or as part of a class committee, students should conduct specific activities in class and be evaluated on their performance.

Major Divisions

- I. The Nature of Social Recreation
- II. The Use of Social Recreation in Various Settings and for Special Groups
- III. Planning in Social Recreation
- IV. Organization for Social Recreation
- V. Techniques for Social Activities
- VI. Parties, Picnics, and Banquets
- VII. Social Games for Recreation
- VIII. Evaluation of Social Events

Course Outline

- I. The Nature of Social Recreation
 - A. Definitions
 1. Social activities
 2. Social recreation
 - B. Characteristics of social recreation
 - C. Objectives of social recreation
 1. Worthy use of leisure time
 2. Fun and fellowship
 3. Others
 - D. Goals of social recreation
 1. Leaders' goals
 2. Participants' goals
 3. Sponsoring agencies' goals
 - E. Values of social recreation
 1. Meeting emotional needs
 2. Making new friends
 3. Developing new interests
 4. Others
- II. The Use of Social Recreation in Various Settings and for Special Groups
 - A. Young children
 - B. Teenagers
 - C. Adults
 - D. Social recreation for the aged
 - E. The family
 - F. Special groups
 1. Retarded
 2. Physically handicapped
 3. Aged
 - G. Others
- III. Planning in Social Recreation
 - A. Selection of program activities (factors to consider)
 - B. Facilities
 - C. Publicity
 - D. Program
 - E. Finance
 - F. Decorations and refreshments
 - G. Others

IV. Organization for Social Recreation

- A. The year-long social calendar
- B. Classification of social recreation activities

1. Defrosters or first-comers
2. Socializers or mixers
3. Stunts
4. Tricks and puzzles
5. Inactive games
6. Active games
7. Singing games
8. Relays
9. Mealtime activities
10. Low organized games
11. Equipment games

V. Techniques for Social Activities

- A. Psychological effects on game formations

1. Circle
2. Line
3. Files

- B. Techniques for maneuvering groups

VI. Parties, Picnics, and Banquets

- A. Pre-party committee of individual work
- B. Mechanics of party-giving
- C. Before the party
- D. During the party
- E. After the party
- F. Progressive parties
- G. Picnics, outings, suppers
- H. Banquets and dinners

VII. Social Games for Recreation

- A. Principles of social game leadership
- B. Values of games in social recreation
- C. Responsibilities of the leader
- D. Classification of social recreation games

VIII. Evaluation of Social Events

- A. Criteria for evaluating the social recreation program
- B. Methods of evaluation
 1. Planning
 2. Program
 3. Leadership
- C. Misconceptions in evaluation
 1. Attendance
 2. Needs, interests, and desires

Texts and References

Boy Scouts of America. *Troop Activities*.
Children's Bureau, HEW. *Handbook for Recreation*.
Dell Purse Book. *Adult Games*.
Johnson. *The Outdoor-Indoor Fun Book*.

Outdoor Recreation

Hours Required

Class, 2; Laboratory, 2

Course Description

This course presents an overview of the scope and extent of outdoor recreation. The history and development of outdoor recreation, conservation, and organized camping are presented.

Students should have ample opportunity to learn camp craft skills and techniques through extensive field trips or outings. There should also be an opportunity for students to lead others in a camping experience.

Major Divisions

- I. Outdoor Recreation in American Life
- II. The History of Outdoor Recreation in the United States
- III. Organized Camping
- IV. Camp Craft Education
- V. Nature Education
- VI. Conservation and Outdoor Recreation
- VII. School Camping and Outdoor Education

Course Outline

- I. Outdoor Recreation in American Life
 - A. Definition of outdoor recreation
 - B. The need for outdoor recreation
 1. Removal of man from natural heritage
 2. Need to restore balance
 3. Others
 - C. The scope of outdoor recreation
 1. Sightseeing and touring
 2. Picnicing, outings, cook-outs
 3. Hiking, mountain climbing, hosteling, horseback riding
 4. Fishing and hunting
 5. Camping
 6. Gardening
 7. Nature recreation
 8. Historical and archeological interest
 9. Winter sports
 10. Water sports
 11. Others
 - D. Extent of outdoor recreation in America
 - E. Values of outdoor recreation programs

II. The History of Outdoor Recreation in the United States

- A. The American Indian
 - 1. Camping
 - 2. Ceremonials
 - 3. Hunting and fishing
- B. Exploration and the colonial period
 - 1. Settlement
 - 2. Struggle to survive the wilderness
- C. Significant events of the period
 - 1. St. Augustine
 - 2. Boston Commons
 - 3. Battery Park, New York
 - 4. Parks in Philadelphia
 - 5. Planning of Washington, D.C.
- D. Period of western expansion
 - 1. Characteristics of the period
 - 2. Significant events
- E. Period of filling in the continent
 - 1. Characteristics influencing recreation
 - 2. Exploration of natural resources
 - 3. Disappearance of land
 - 4. Growth of the cities
 - 5. Rise of social problems
- F. Rise of State parks
- G. Development of national parks
- H. Beginning of camping movement
- I. Growth of outdoor recreation programs
 - 1. Evidence of interest in outdoor recreation
 - 2. Factors responsible for growth
 - 3. Types of outdoor recreation programs developed

III. Organized Camping

- A. Growth and extent of organized camping in the United States
- B. Values and objectives of camping
 - 1. Familiarity with the natural world
 - 2. Constructive use of leisure
 - 3. Spiritual growth
 - 4. Others
- C. Types of camps
 - 1. In terms of sponsorship
 - 2. In terms of groups served
 - 3. In terms of duration
- D. Camping as part of the community recreation program
 - 1. Resident, family, and day camps sponsored by public authorities
 - 2. Camping programs of community agencies

E. State and Federal assistance to the camping movement

- 1. Areas
- 2. Facilities
- 3. Program
- 4. Leadership training

F. Trends in camping

- 1. Decentralized facilities
- 2. Emphasis on standards
- 3. Others

G. Day camping

- 1. Duration
- 2. Location
- 3. Facilities
- 4. Leadership
- 5. Program
- 6. Transportation
- 7. Finance

IV. Camp Craft Education

A. Toolcraft

- 1. Use of knife, axe, hatchet, and saw
- 2. Maintenance of tools

B. Firecraft

- 1. Forest fires—causes, consequences, and prevention
- 2. Campfires

C. Camp cookery

- 1. Cooking methods
- 2. Equipment and their uses

D. Ropecraft

- 1. Care and conservation of ropes
- 2. Knots and hitches and their uses
- 3. Lashing

E. Orienteering

- 1. Nomenclature of a compass
- 2. Orienting map and compass
- 3. Traveling in a straight line
- 4. Knowledge and use of a topographic map

F. Wilderness survival

- 1. Finding your way without a compass
- 2. Emergency shelters
- 3. Emergency equipment kits
- 4. Trailing and stalking
- 5. Fires without matches

G. Tents and shelters

- 1. Types of tents
- 2. Waterproofing tent material
- 3. Facts about tents

H. Packing

I. Camp sanitation and health

V. Nature Education

A. Orientation to nature education

1. Scope of natural program
2. Exploration of science areas

B. Weather

1. Importance of knowing how to predict weather
2. Instruments used in predicting weather
3. Terms
4. Observation of current weather

C. Nature trails

D. Astronomy

1. Orientation of the heavens
2. Use of the heavens in finding location

E. Rocks and soils

F. Plants

G. Animals

VI. Conservation and Outdoor Recreation

Dependence of outdoor recreation upon natural resources

1. Soil
2. Water
3. Wildlife
4. Others

B. Definition of terms

1. Conservation
2. Preservation

C. Using resources for recreation and education

1. Concept of interrelatedness
2. Plant life
3. Soil and water
4. Scenic, scientific, and historical use

D. Problems of conservation for recreation

1. Increase pressures
2. Misuse of resources
3. Improper development

E. Approaches to conservation

1. Land reserves
2. Legal restrictions
3. Improvement of resource management
4. Education

VII. School Camping and Outdoor Education

A. Status of school outdoor education and camping

1. Field trips and excursions
2. Overnight camping
3. School gardens
4. Farm and forest projects
5. Others

B. Reasons for increased interest

C. Major objectives in school outdoor education programs

1. Traditions

2. Finances

3. Leadership

4. Scheduling

5. Transportation

6. Others

D. Areas of experience in outdoor education

Texts and References

Boy Scouts of America. *Camp Sites and Facilities*.

Freeburg and Taylor. *Philosophy of Outdoor Education*.

Hammet. *Your Own Book of Camp Craft*.

Mitchell. *Fundamentals of Day Camping*.

Mitchell and Crawford. *Camp Counseling*.

Outdoor Recreation Resources Review Commission.

Outdoor Recreation in America, A Report to the President and The Congress.

Smith and others. *Outdoor Education*.

Films

Beyond the Tooth of Time. Boy Scout Council.

Camping: A Key to Conservation. Audio-Visual Center, Indiana University.

Marshland is Not Wasteland. Audio-Visual Center, Indiana University.

National Parks: Our American Heritage. Bailey Films, Inc.

Arts and Crafts

Hours Required

Laboratory, 4

Course Description

This course is designed to give the student maximum practical experience in creative crafts projects and to provide the opportunity to master the techniques of teaching these projects to varying age groups in a number of recreation settings.

The student should be exposed to several types of arts and crafts projects, including ceramics, metal-work, weaving, and many types of minor crafts.

This outline does not indicate specific projects which students should be required to complete, rather, the description of projects is left to the discretion of the instructor. However, it is suggested that a least one project be completed in ceramics, metal-work, wood-

work, and weaving, and that as many other minor craft projects as are possible in the time available for the course be completed.

Each student should instruct the class in one or more projects and supervise the class in the completion of these projects.

Major Divisions

- I. The Scope of Arts and Crafts in Recreation
- II. General Considerations in Crafts
- III. Design and Applied Arts
- IV. Ceramics
- V. Metalwork
- VI. Woodwork
- VII. Weaving
- VIII. Minor Crafts
- IX. Organization of Arts and Crafts Program

Course Outline

- I. The Scope of Arts and Crafts in Recreation
 - A. Program settings
 - 1. School
 - 2. Camp
 - 3. Playground
 - 4. Recreation center
 - 5. Hospital
 - 6. Others
 - B. The value of arts and crafts
 - 1. To individual
 - 2. To society
- II. General Considerations in Crafts (Applicable to all units)
 - A. Type of activity
 - B. Materials and equipment required
 - C. Techniques
 - D. Safety factors
 - E. Development of basic inventory of supplies
- III. Design and Applied Arts
 - A. Evaluation of design
 - 1. Balance
 - 2. Rhythm
 - 3. Harmony
 - B. Principles of color harmony
 - 1. Properties of color
 - 2. Color combinations
 - C. Considerations in planning a design
 - D. Fingerprinting
 - 1. Media and equipment needed
 - 2. Technique experimentation

- E. Watercolor
 - 1. Media and equipment needed
 - 2. Demonstration of transparent techniques
- F. Tempera painting
 - 1. Media and equipment needed
 - 2. Demonstration of opaque
- IV. Ceramics
 - A. Wedging, mixing, straining
 - B. Construction
 - 1. Coil
 - 2. Slab
 - 3. Slip
 - C. Joining, mending
 - D. Cleaning up
 - E. Underglazing, glazing, overglazing
 - F. Filing, grinding
- V. Metalwork
 - A. Copper foil
 - 1. Tooling
 - 2. Cleaning
 - 3. Oxidizing
 - 4. Polishing
 - 5. Escutcheon pinning
 - B. Copper wire
 - 1. Coiling pieces
 - 2. Joining
 - 3. Making clasp
 - C. Copper enameling
 - 1. Preparing discs
 - 2. Annealing
 - 3. Pickling
 - 4. Rest jig
 - 5. Wrought finishes
 - 6. Buffing
- VI. Woodwork
 - A. Sawing
 - B. Drilling
 - C. Sanding
 - D. Filing and rasping
 - E. Planing
 - F. Gluing and nailing
 - G. Gilling and patching
 - H. Painting, staining, and shellacking
- VII. Weaving
 - A. Warp planning
 - B. Winding warp
 - C. Threading loom
 - D. Weaving
 - 1. Plain
 - 2. Patterns
 - E. Cutting and tying warp ends
 - F. Finishing materials edges
 - G. Hemstitching

VIII. Minor Crafts

- A. Paper work
- B. Paper maché
- C. Prints
- D. Basketry
- E. Braiding
- F. Sewing
- G. Puppets
- H. Nature crafts
- I. Jewelry
- J. Glass etching
- K. Metal etching
- L. Others

IX. Organization of Arts and Crafts Program

- A. Facilities
- B. Equipment
- C. Materials
- D. Supplies
- E. Financing
- F. Publicity
- G. Relationship to other programs

Texts and References

Amon and Rawson. *Handicrafts Simplified*.
Green. *Arts and Crafts for Primary Grade Children*.
Green. *Creative Arts and Crafts Activities*.
Haines. *The Home Crafts Handbook*.
Reed and Arze. *Art from Scrap*.
Squires. *Fun Crafts for Children*.

Films

ABC of Puppet Making. Bailey Films, Inc.
Art from Scrap. Audio-Visual Center, Indiana University.
Craftsmanship in Clay. Audio-Visual Center, Indiana University.
Dolls, Puppets, Diversions. Girl Scouts of America.
How to Make a Mask. Bailey Films, Inc.
How to Make a Puppet. Bailey Films, Inc.
Masks and Imagination. Girl Scouts of America.

Individual Lifetime Sports

Hours Required

Laboratory, 4

Course Description

This course is designed to provide for group instruction and practical experience in archery, badminton,

bowling, golf, and tennis. Emphasis should be on the planning and organization of these lifetime sports in a recreation setting. The student should actively participate in these activities to acquire skills, knowledge of the rules, and fundamental teaching techniques of individual sports.

Major Divisions

- I. Introduction to Individual Lifetime Sports
- II. Organization of Individual Lifetime Sports
- III. Archery
- IV. Badminton
- V. Bowling
- VI. Golf
- VII. Tennis
- VIII. Evaluation of Individual Lifetime Sports Programs

Course Outline

- I. Introduction to Individual Lifetime Sports
 - A. Lifetime sports defined
 - B. Importance today and in the future
 - 1. Effects of automation
 - 2. Spectatoritis
 - 3. National strength
 - 4. Fitness
 - C. Need for instruction
 - D. Park and recreation department responsibilities
- II. Organization of Individual Lifetime Sports
 - A. Values
 - B. Controls
 - C. Competition
 - 1. Play days
 - 2. Field days
 - 3. Tournaments
- III. Archery
 - A. Origin and development
 - B. Nature of archery
 - C. Rules for competition
 - 1. Target competition
 - 2. Field shooting
 - D. Scoring
 - E. Safety precautions
 - F. Equipment
 - 1. Selecting archery tackle
 - 2. The bow
 - 3. The arrow
 - 4. The target

- G. Basic techniques and fundamentals
 - 1. Stringing the bow
 - 2. Unstringing the bow
 - 3. Checking the bow after stringing
 - 4. Preparation for the draw
 - 5. The draw
 - 6. Retrieving arrows
 - H. Terminology
 - IV. Badminton
 - A. Origin and development
 - B. Nature of the game
 - C. Rules for competition
 - D. Equipment
 - E. Basic techniques and fundamentals
 - 1. Gripping the racket
 - 2. Footwork
 - 3. Wristwork
 - 4. Body control
 - 5. Ready position
 - 6. Strokes
 - 7. Playing strategy
 - a. Singles
 - b. Doubles
 - F. Safety hints
 - G. Terminology
 - V. Bowling
 - A. Origin and development
 - B. Nature of the game
 - C. Social values
 - D. General description and facilities
 - E. Rules for bowling
 - F. Equipment
 - G. Basic techniques and fundamentals
 - 1. The grip
 - 2. The stance
 - 3. Footwork
 - 4. Delivery and approach to foul line
 - 5. Release
 - 6. Follow through
 - 7. Style of delivery
 - 8. The aim
 - H. Playing strategy
 - I. Safety precautions
 - J. Terminology
 - VI. Golf
 - A. Origin and development
 - B. Nature of the game
 - C. The course
 - D. Facilities for practice
 - E. Equipment
 - 1. Clubs
 - 2. Clothing
 - 3. Shoes
 - 4. Others
 - F. Basic techniques and fundamentals
 - 1. The grip
 - 2. The stance
 - 3. The swing
 - 4. Types of shots
 - a. Wood shots
 - b. Long irons
 - c. Medium irons
 - d. Short iron
 - e. Putting
 - G. Rules of golf
 - H. Golfers' etiquette
 - I. Terminology
 - VII. Tennis
 - A. Origin and development
 - B. Nature of the game
 - C. Social values
 - D. Equipment
 - E. The tennis court
 - F. Scoring
 - G. Rules of tennis
 - H. Basic techniques and fundamentals
 - 1. Grips
 - 2. Stance
 - 3. Footwork
 - 4. Strokes
 - I. Playing strategy
 - 1. Singles
 - 2. Doubles
 - J. Safety precautions
 - K. Playing courtesies
 - L. Terminology
 - VIII. Evaluation of Individual Lifetime Sports Programs
 - A. Cost
 - B. Follow up
- Texts and References**
- Miller. *Physical Education Activities for College Men and Women.*
- Archery*
- Burke. *Field and Target Archery.*
- Forbes. *A Guide to Better Archery.*
- Gannon. *The Complete Book of Archery.*
- McKinney. *Archery.*
- Niemeyer. *Beginning Archery.*
- Reichart and Gilman. *Archery.*
- Badminton*

American Association for Health, Physical Education, and Recreation. *Ideas for Badminton Instruction*. Gunderson. *Tennis-Badminton Guide*.

Bowling

American Association for Health, Physical Education, and Recreation. *Gym-Bowl Instruction Manual*.

Bellisimo. *The Bowler's Manual*.

Casady. *Beginning Bowling*.

Clause and McBride. *The Complete Handbook of Junior Bowling*.

Fraley. *The Complete Handbook of Bowling*.

Norman. *The Four Kinds of Bowling*.

Vermes. *The Collier Quick and Easy Guide to Bowling*.

Weber. *The Champion's Guide to Bowling*.

Golf

American Association for Health, Physical Education, and Recreation. *Ideas for Golf Instruction*.

Athletic Institute and National Golf Association. *How to Improve Your Golf*.

Casper. *Chipping and Putting: Golf Around the Green*.

Crogen. *Golf Fundamentals for Students and Teachers*.

Snead. *The Education of a Golfer*.

Stobbs. *An ABC of Golf*.

Wethered. *Game of Golf*.

Zanger. *Exercises to Better Golf*.

Tennis

Donnelly. *Net Results*.

Everett and Dumas. *Beginning Tennis*.

Gonzales. *Tennis*.

Gould. *Tennis Anyone?*

Jaeger and Leighton. *Teaching of Tennis*.

Joint Committee of U.S. Lawn Tennis Association and American Association for Health, Physical Education, and Recreation. *Tennis Group Instruction*.

Leighton. *Tennis Instructor's Guide*.

Tilden. *How to Play Better Tennis*.

Films and Filmstrips

Badminton

How to Improve Your Badminton. Athletic Institute.

Bowling

A Lifetime of Bowling. American Association for Health, Physical Education, and Recreation.

Bowling. Don Ellis Films.

Bowling-Fencing-Golf Guide. National Education Association.

Bowling Technique Charts. National Education Association.

Free Bowling Clinic. American Machine and Foundry Co.

How to Improve Your Bowling. Athletic Institute, Billiard and Bowling Institute of America.

Learn to Bowl. Brunswick Corp.

Tennis

Anyone for Tennis? U.S. Lawn Tennis Association.

Beginning Tennis. All American Productions.

Beginning Tennis. Athletic Institute.

Intermediate and Advanced Tennis. T. N. Rogers Productions.

Six Reels on Stroke Analysis. U.S. Lawn Tennis Association.

Slow Motion Long Films for Tennis Instruction. U.S. Lawn Tennis Association.

Tennis by Contract. Audio-Visual Education Films.

Tennis Class Organization. U.S. Lawn Tennis Association.

Tennis for Beginners. National Education Films, Inc.

Tennis for Beginners. Owen Murphy Productions, Inc.

Tennis Instruction (Filmstrip and Placards). National Education Association.

Tennis—Sports of a Lifetime, Part One—Class Organization. Youth Tennis Foundation of Southern California.

Team Sports

Hours Required

Laboratory, 4

Course Description

This course is designed to provide for group instruction and practical experience in the team sports of softball, soccer, touch football, volleyball, and basketball. Emphasis should be on the planning and organization of team sports designed to serve the interests of all people.

The instructor should focus on the organization and supervisory aspects of these sports, rather than on the mastery of performance skill.

Major Divisions

- I. The Value of Team Sports
- II. Plans for Organizing Sports Programs
- III. Policies and Problems
- IV. Leaders and Officials
- V. Records and Forms

- VI. Types of Sports Competition
- VII. Softball
- VIII. Soccer
- IX. Touch or Flag Football
- X. Volleyball
- XI. Basketball

Course Outline

- I. The Value of Team Sports
 - A. Associate learnings
 - B. Social skills
 - 1. Leadership
 - 2. Citizenship
 - 3. Others
- II. Plans for Organizing Sports Programs
 - A. The recreation department
 - 1. Form of organization
 - 2. Sports personnel
 - 3. Sports organizations
 - B. Citywide sports bodies
 - 1. Single-sport bodies
 - 2. Multiple-sport bodies
 - 3. Industrial sports organization
 - C. State and national organizations
- III. Policies and Problems
 - A. Safety
 - B. Health
 - C. Publicity
 - D. Finance
 - E. Cooperating agencies
 - F. Awards
- IV. Leaders and Officials
 - A. Leadership functions
 - B. Leadership standards
 - C. Officials
 - 1. Duties
 - 2. Training methods
 - 3. Assigning and paying
 - 4. Rating
 - D. Volunteers
- V. Records and Forms
 - A. Methods of record keeping
 - B. Types or records
 - C. Relating to officials
 - D. Relating to properties
 - E. Relating to program
- VI. Types of Sports Competition
 - A. Tournaments
 - B. Leagues
 - 1. Factors in league operation
 - 2. Citywide league regulations
- VII. Softball
 - A. Origin and development
 - B. Equipment
 - C. Rules
 - D. Basic fundamentals and techniques
 - E. Strategy
 - 1. Offensive
 - 2. Defensive
 - F. Safety precautions
 - G. Terminology
- VIII. Soccer
 - A. Origin and development
 - B. Nature of the game
 - C. Rules of soccer
 - D. Basic fundamentals and techniques
 - 1. Kicking
 - 2. Trapping
 - 3. Passing
 - 4. Tackling
 - 5. Heading the ball
 - E. Playing strategy
 - 1. Offense and attack
 - 2. Defensive tactics
 - F. Safety precautions
 - G. Terminology
- IX. Touch or Flag Football
 - A. Origin and development
 - B. Nature of the game
 - C. Equipment
 - D. Rules of touch football
 - E. Basic fundamentals and techniques
 - 1. Blocking
 - 2. Touching
 - 3. Ball carrying
 - 4. Passing
 - 5. Punting
 - F. Fundamentals of offense and defense
 - G. Safety precautions
 - H. Terminology
- X. Volleyball
 - A. Origin and development
 - B. Nature of the game
 - C. Equipment
 - 1. Ball
 - 2. Net and standards
 - D. Rules of volleyball
 - E. Fundamentals and techniques
 - 1. Passing
 - 2. Serving
 - 3. Spiking
 - 4. Blocking
 - 5. Retrieving ball from net

- F. Playing strategy
 - 1. Offense or attack
 - 2. Defense

G. Safety precautions

H. Terminology

XI. Basketball

- A. Origin and development
- B. Nature of the game
- C. Rules of basketball
- D. Basic fundamentals and techniques
 - 1. Passing
 - 2. Shooting
 - 3. Dribbling
 - 4. Rebounding
- E. Playing strategy
 - 1. Offense
 - 2. Defense
- F. Safety precautions
- G. Terminology

Texts and References

Amateur Softball Association of America. *Official Guide*.

Blake and Volp. *Lead-up Games to Team Sports*.

Emery. *Modern Volleyball*.

Miller. *Physical Education Activities for College Men and Women*.

Odeneal and Wilson. *Beginning Volleyball*.

Stanburg and De Santis. *Touch Football*.

Walters. *Official Volleyball Guide*.

Welch. *How to Play and Teach Volleyball*.

Water-related Sports

Hours Required

Laboratory, 4

Course Description

This course is designed to acquaint the student with aquatic activities and their relationship to the recreation program. It is a practical course where participation is required to adequately obtain the skills and techniques of such activities as canoeing, angling, swimming, and diving.

The institution should have a pool or other water facilities available to it for this course. Students should be required to possess an up-to-date American Na-

tional Red Cross Senior Life Saving Certificate prior to enrollment in this course, or pass a proficiency swimming skills test.

Certain basic equipment such as fishing tackle and canoes should be available for the instruction of this course.

Some time should be devoted to the organization of aquatic programs as well as to the operation and maintenance of water areas.

Major Divisions

- I. The Scope of Water-related Activities
- II. Aquatic Programs
- III. Angling
- IV. Canoeing
- V. Diving
- VI. Swimming
- VII. Operation and Maintenance of Pools and Beaches

Course Outline

- I. The Scope of Water-related Activities
 - A. A source of fun and recreation
 - B. Main activities
 - C. Value of water-related activities
 - 1. To the individual
 - 2. To the community
- II. Aquatic Programs
 - A. Formal program
 - 1. Swimming team
 - 2. Water polo
 - 3. Synchronized swimming
 - B. Informal programs
 - C. Exhibitions
 - 1. Swimming meets
 - 2. Water shows
 - 3. Pageants
 - 4. Demonstrations
 - D. Camp waterfront operation
 - 1. Layout
 - 2. Equipment
 - 3. Staff
 - 4. Supervision
 - 5. Program
 - 6. Schedules
 - 7. Safety regulations
 - E. Basic terminology
- III. Angling
 - A. Origin and development
 - B. The nature of angling

- C. Bait casting
 - 1. Equipment
 - 2. Techniques and fundamentals of casting
 - D. Fly casting
 - 1. Equipment
 - 2. Techniques and fundamentals of casting
 - E. Spin casting
 - 1. Equipment
 - 2. Making the cast
 - F. Safety factors in casting
 - G. Competition
 - H. Terminology
- IV. Canoeing
- A. Origin and development
 - B. The nature of canoeing
 - C. Rules of safety and conduct
 - 1. Recommended swimming tests
 - 2. Canoe as support and lifesaver
 - 3. Spilling water out of partially filled canoe
 - D. Equipment
 - 1. Types of canoes
 - 2. Selection of a canoe
 - 3. Care of the canoe
 - 4. How to patch leaks
 - E. Basic techniques and fundamentals
- V. Diving
- A. Origin and development
 - B. Elementary diving techniques
 - C. Elementary diving from pool deck
 - D. Springboard jump dives
 - E. Fundamental techniques of running springboard diving
 - F. Groups of dives
- VI. Swimming
- A. Origin and development
 - B. Nature of the sport
 - C. Basic skill techniques—beginner
 - 1. Adjustment to water
 - 2. Breath control
 - 3. Use of eyes underwater
 - 4. Balance and control
 - 5. Styles of stroke
 - 6. Treading water
 - 7. Surface diving
 - 8. Underwater swimming
 - D. Safety
 - E. Terminology
- VII. Operation and Maintenance of Pools and Beaches
- A. Operation objectives

- B. Personnel
 - 1. Bathhouse
 - 2. Lifeguards
 - 3. Others
- C. Operations
 - 1. Aid to patrons
 - 2. Control and traffic
 - 3. First-aid room
- D. Regulations for health safety
- E. Maintenance and sanitation
- F. Recordkeeping and reports

Texts and References

American National Red Cross. *Canoeing*.
 American National Red Cross. *Swimming and Diving*.

Drama

Hours Required

Laboratory, 4

Course Description

This course is designed to acquaint the student with drama activities as an integral part of the recreation program.

Leadership skills in planning, programing, and conducting dramatic activities should be stressed.

Students should actively participate in a variety of dramatic activities during the course. An excellent learning experience would be to require the students to plan and rehearse a play involving the entire class in all facets of the production—such as scenery, equipment, lighting, costumes, and acting—and perform it before an audience.

Major Divisions

- I. Drama in Recreation
- II. Planning the Program
- III. Fundamental Skills of Informal Dramatic Activities
- IV. The Play
 - V. Facilities
 - VI. Paraphernalia

Course Outline

- I. Drama in Recreation
 - A. Values of drama
 - B. The scope of drama in recreation
 - 1. Informal activities
 - a. Verse—choral speaking
 - b. Puppets
 - c. Story telling
 - d. Dramatic games
 - e. Others
 - 2. Formal activities
 - a. Play production
 - b. Costumes
 - c. Scenery
 - d. Makeup
 - e. Lighting
 - f. Festivals
 - g. Pageants
- II. Planning the Program
 - A. Selection of leader
 - 1. Qualities
 - 2. Capabilities
 - B. Factors for consideration
 - 1. Age and sex of participants
 - 2. Facilities
 - 3. Interest
 - 4. Time
 - 5. Other factors
- III. Fundamental Skills of Informal Dramatic Activities
 - A. Pantomime and Improvisation
 - 1. "Acting out" activities
 - 2. Pantomime involving the senses
 - 3. Expressing emotions
 - B. Dramatic games, charades, stunts, and skits
 - 1. Individual charades
 - 2. Team charades
 - 3. Relay charades
 - 4. Skits and stunts
 - C. Puppet shows and shadow plays
 - D. Mobile drama programs
 - 1. Stage wagons
 - 2. Stagemobiles
- IV. The Play
 - A. Basic ingredients
 - B. Monologues and monodramas
 - C. Script-in-hand
- V. Facilities
 - A. Type
 - 1. Club room
 - 2. Stage

- 3. Outside
 - 4. Others
- B. Standards
- VI. Paraphernalia
 - A. Scenery
 - 1. Types
 - a. Standing units
 - b. Hanging units
 - c. Set units
 - d. Draperies
 - 2. Equipment
 - a. Simple outdoor setting
 - b. Shadow play stage
 - c. Puppet stage
 - d. Theater in the round
 - B. Lighting
 - 1. Types
 - a. Footlights
 - b. Borders
 - c. Spots
 - d. Floods
 - e. Beamlights
 - 2. Factors
 - a. Quality
 - b. Color
 - c. Distribution
 - C. Sound
 - D. Props
 - E. Costumes
 - F. Makeup

Texts and References

Deason and others. *The Modern Skit and Stunt Book*.
Stahl. *Simplified Stagecraft Manual*.

Music

Hours Required

Laboratory, 4

Course Description

This course is designed to acquaint the student with music activities as an integral part of the recreation program.

Leadership skills in planning, programing, and conducting music activities should be stressed.

Heavy emphasis should be placed on actual participation in music activities to develop an appreciation

of music in the recreation program. Students should be required to plan and conduct music activities for the class and—wherever feasible—plan, program, and conduct a music activity, under supervision, for an outside group.

Major Divisions

- I. Recreation and Music
- II. Singing in Recreation
- III. Recreation Through Playing
- IV. Recreation Through Listening
- V. Leadership in Listening
- VI. Community Recreation Services

Course Outline

- I. Recreation and Music
 - A. Music as recreation
 - B. Classification of musical activities
- II. Singing in Recreation
 - A. Community singing
 - B. Preparation for community singing
 - 1. Choosing songs
 - 2. Knowledge of songs
 - 3. Use of song sheets
 - 4. Types of songs
 - C. Presentation of community singing
 - D. Barbershop quartet
 - E. Mixed chorus
 - F. Glee clubs
- III. Recreation Through Playing
 - A. Melody-playing instruments
 - 1. Harmonica
 - 2. Chromatica
 - 3. Ocarina
 - 4. Recorder
 - 5. Autoharp
 - B. Instrumental ensembles
 - 1. Orchestras
 - 2. Bands
- IV. Recreation Through Listening
 - A. Rhythm
 - B. Melody
 - C. Harmony
 - D. Form
 - E. Tone color
 - F. Style
- V. Leadership in Listening
 - A. Functions of recreation leader
 - B. Building a record library
 - 1. For adults
 - 2. For children

- C. Selection and care of equipment
 - 1. Phonograph
 - 2. Needles
 - 3. Tape recorders
 - 4. Other equipment

VI. Community Recreation Services

- A. Settings for music in recreation
 - 1. Recreation center
 - 2. Playground
 - 3. Hospital
 - 4. Others
- B. Musical talent and variety shows
 - 1. Organization
 - 2. Administration
 - 3. Evaluation

Texts and References

Nye. *Singing with Children.*

Rosenberg. *It's Fun to Teach Creative Music.*

Sur and Schuller. *Music Education for Teen-agers.*

Folk, Square, and Social Dancing

Hours Required

Laboratory, 4

Course Descriptions

Through practical experience, the student should be instructed in the fundamental skills of folk, square, and social dancing. Some emphasis should be placed on promoting, planning, programing, and conducting these types of dances in a recreation setting.

Students should first acquire a degree of competence in basic rhythms and the fundamentals of locomotor movement before attempting to master individual dances.

Major Divisions

- I. Origin and Development of Dancing
- II. Folk and Square Dancing
- III. Social Dancing

Course Outline

- I. Origin and Development of Dancing
 - A. History
 - B. Fundamentals of locomotor movement

II. Folk and Square Dancing

A. Formations

1. Circle
2. Lines
3. Sets
4. Running set

B. Common steps

1. Buzz step
2. Heel and toe polka
3. Mazurka
4. Polka
5. Sashay
6. Schottische
7. Two-step
8. Waltz

C. Figures

1. Allemande
2. Balance
3. Corner
4. Do-si-do
5. Grand right and left
6. Honor
7. Others

III. Social Dancing

A. Dance positions

1. Closed
2. Semi-open
3. Open
4. Reverse open

B. Foxtrot fundamentals

C. Waltz fundamentals

D. Latin American dances

1. Samba
2. Rumba
3. Tango
4. Mambo
5. Cha-cha-cha

Texts and References

Hall. *Dance!*

Hawkins. *Creating Through Dance.*

Jensen and Jensen. *Beginning Square Dance.*

Kraus. *Beginning Social Dance.*

Mettler and Carbo. *This is Creative Dance.*

Rowen. *Learning Through Movement.*

Field Work I, II, and III

The following material is presented to assist the student, the institution faculty supervisor, and the agency

supervisor in planning field work. Since the preparation of field work reports is an important aspect of evaluating the effectiveness of the field experience, a student guide to preparing reports is included. It is recommended that each of the three field experiences occur in a setting distinctly different in philosophy, organizational structure, and clientele served. With this in mind, suggested outlines are presented for field instruction in public or voluntary agencies, hospitals or institutions, and commercial recreation agencies.

A Student's Guide for Preparing Field Instruction Reports

Supervisory conferences. Each student should request a supervisory conference with the agency supervisor before beginning the semester's field instruction to clarify his position with the agency. Short supervisory conferences should be periodic in order to determine the student's progress in his work. These conferences offer a fine opportunity to talk about administrative policies, programing, and solutions to problems encountered by the student. Comments about these and other supervisory conferences should be included in the student's reports.

Administration. The student should become familiar with the type of agency (public, voluntary, etc.) in which field instruction is being done—the policies of the agency, how the agency is financed, number and type of personnel, staff and line functions and their relationships (use charts), type of participants, hours of operation, and the total scope of the agency and its relation to and importance in the community.

Facilities and equipment. It will be advantageous to the student field trainee to learn as much as possible about the facilities and equipment of the agency, to give an evaluation of the physical plant layout, and to suggest ideas for the use of the agency's existing facilities and equipment. Matters relating to buildings, grounds, recreational and special rooms, and general equipment should be included in the student's written reports.

Program. It is in the area of programing that the student will be functionally involved by taking notes in supervisory conferences on program planning and collecting and compiling all available printed material on activities.

Some subheadings for reporting in the area of programing:

Preparation for leading activities
Public relations problems involved
Actual activity leadership

Items here should include names of recreation workers present, times, dates, places, and numbers of participants at sessions. This section might also indicate what activities were carried on, how successful they were, and how well the activities met the needs of the participants. The student might also include his or her own personal interpretation of activities carried on and a general evaluation of the experience encountered.

Problems. The student will, during the course of the semester, encounter problems in his field training, and he should give them some serious thought, try to determine a course of action which will eliminate or alleviate the problems, and speak to the agency and the university supervisor. The problems faced and the course of action in solving the problems should be outlined in written reports.

Planning. Each report, starting with the first, should include the student's plan of action for the next unit of work. The plan should include specific information about material the student will present and methods and techniques to be used.

The student's plan might include such items as the games to be used, an agenda for a club meeting, an outline for special events, ideas for publicity, questions for the agency supervisor, weekly playground schedules, and any other plans particularly related to the situation in which the student is working.

Course Outline—Recreation Field Instruction in Public or Voluntary Agencies

- I. Orientation
 - A. General information about the community and agency
 - B. Agency organization
 - C. Introduction to agency personnel
 - D. Job orientation
 - E. Tour of agency areas and facilities
- II. Legal Status of the Agency
 - A. Brief history of the agency
 - B. Legal bases of the agency
 1. Creation of the agency—referendum or similar legal action
 2. State law(s) governing the agency
 3. Local ordinances or similar legal references to operational patterns

4. Liability
 - a. Insurance
 - b. Liability problems

III. General Administration

- A. Organization of the board or governing authority
 1. Statement of board organization
 - a. Agency objectives, board policies, and operational procedures
 - b. Relationships with other agencies, departments, and organizations (city, park, voluntary agency, etc.)
 2. Planning and conducting a board meeting (or meeting of the controlling group of the agency)
 - a. Agenda: conduct of meeting
 - b. Points on board operations
 - c. Working with committees
 3. Board superintendent (agency-director) relations—operational procedures; methods of handling problems that concern the board and the recreation professional
- B. Departmental organization
 1. Line—staff relationships—Director—supervisor—leader relationships
 2. Personnel operations and policies
 - a. Job analysis—assignment of duties
 - b. Selection of employees, qualifications, evaluation, salaries, vacations, car allowance, attire
 3. In-service training
 4. Office procedures—how to operate an office, records and reports, filing systems
 5. Use of volunteers (selection, training, assigning)
- C. Finances
 1. Reasons for careful control of finances
 2. Tax structure and variations; local levy; procedures for obtaining funds
 3. Policies and procedures for handling recreation funds
 - a. Receipts, expenditures, and similar procedures for accounting for funds
 - b. Detailed procedures—vouchers, purchase orders, approval of expenditures, bids, etc.
 4. Budget
 - a. Steps in planning and preparing the budget
 - b. Budget forms and procedures
 - c. Budget operations

5. Special finance problems
 - a. Fees and charges
 - b. Rentals
 - c. Special funds
 6. Records
- IV. Public Relations
- A. Objectives of the agency public relations program
 - B. Responsibility for public relations
 1. Administrator, supervisors, leaders, volunteers, participants
 2. Handling correspondence
 - C. Budget for public relations
 - D. Public relations media—newspapers, radio, television, word of mouth, visual aids (slides, movies, etc.)
 - E. Publications—annual reports, playground newspapers, bulletins, mimeographed material, special publications
 - F. How to develop public relations
 1. Creative public relations projects
 2. New horizons in reaching people
 3. Human relations—how to deal with people effectively (examples)—dos and don'ts in human relations in the office and community
 - G. Handling complaints
- V. Program Planning Year-round
- A. How are activities chosen?
 - B. How are starting dates or program dates chosen?
 - C. How much of the budget goes for program?
 - D. How do you select leaders?
 - E. Schedules (daily, weekly, monthly, master schedule)
 - F. Time table in program planning
 1. Steps in program planning
 2. Principles and procedures, factors affecting program planning
- VI. Program Operation
- A. Objectives of the program
 - B. Supervision of the program
 - C. Coordination of staff efforts
 - D. Year-round program operation: arts and crafts, dramatics, music, sports (including aquatics), social recreation, dancing, community centers, special events, camping, and nature recreation
 - E. Program evaluation
 1. Measuring effectiveness of the program
 2. What does the program do for participants?—Fun, education values, cultural values
- F. Leadership methods
1. The art of leadership
 2. Qualities of a good leader
 3. Originality, creativeness, adaptability
 4. Problems in leadership—how to develop group control; disciplinary problems
- G. Departmental services (sports kits, public address system, game leadership services, etc.)
- VII. Areas, Facilities, and Maintenance
- A. General standards for recreation facilities
 - B. Evaluation of facilities
 1. Types and functions of various recreation areas and facilities
 2. Design and layout
 3. Functional operation—analysis of general and detailed needs for operation of various facilities
 - C. Maintenance
 1. How maintenance is accomplished
 2. Cost of maintenance
 3. Selection, repair, and upkeep of supplies and equipment
- VIII. General Subject Areas
- A. The life of a professional recreation person
 1. Local customs and traditions
 2. Belonging to local organizations
 3. General social life and behavior
 4. How recreation leaders get their own recreation
 5. Ethnic behavior of recreation personnel
 - B. How to look for a job in the field of recreation
 1. Kinds of recreation jobs
 2. What a director looks for in hiring a leader
 3. How to conduct an interview and act at an interview
 4. General job conditions in the field of recreation today
 5. Selling yourself
 - C. Dos and Don'ts for the recreational professional
 - D. Neighborhood Adult Clubs, Dad's Clubs, and local booster clubs
 - E. Special experiences of a local nature—visits with local clubs, special interest groups and related recreation and leisure time agencies

Course Outline—Recreation Field Instruction in Hospitals or Institutions

I. Orientation

- A. Personal affairs
 - 1. Living arrangements
 - 2. Work schedules
- B. Introduction to staff
 - 1. Recreation staff
 - 2. Medical staff
 - 3. Other ancillary services staff
 - 4. Clerical, custodial, maintenance staff
- C. Tour of hospital areas, facilities, and physical set-up
- D. General information about the hospital or institution
 - 1. Hospital routines
 - 2. Hospital etiquette
 - 3. General orientation to departments and services
- E. General information about the recreation program
 - 1. Introduction to general recreation routines
 - 2. Responsibilities, precautions, problems encountered
- F. Job orientation
 - 1. Plan for total field instruction assignment
 - 2. Responsibilities and duties of recreation field instruction student

II. Recreation Program and Services

- A. Philosophy and objectives
- B. Planning
 - 1. Medical approval and/or referral
 - 2. Patient-staff participation in planning
 - 3. Coordination and integration
 - a. Medical treatment programs, clinics, ward rounds
 - b. Other ancillary programs and services
 - c. Community recreation resources (local public, voluntary, commercial agencies)
 - d. Hospital or institutional medical and administrative regulations
 - 4. Information and publicity
- C. Content
 - 1. Scope and limitations
 - 2. Special adaptations and provisions to meet patient needs
 - 3. Types and classifications of activities
 - 4. Special features

D. Organization

- 1. Location
 - a. Wards, dayrooms, special indoor and outdoor areas
 - b. Off-grounds trips, programs, events
- 2. Group and individualized programs and services
- 3. Allocation of program responsibilities
 - a. Professional staff
 - b. Volunteers

E. Evaluation

- 1. Daily program evaluation
- 2. Evaluations of overall program and services
- 3. Statistical reports and records

III. Medical and/or Psychiatric Concepts and Information

- A. Medical ethics
- B. Diagnostic groups
 - 1. Symptomatology
 - 2. Physiological and psychological effects of illness
 - 3. Techniques in working with patients, individually and in groups (preventive, protective, supportive techniques)
 - 4. Limitations imposed by illness or a handicap
 - 5. Capabilities and potentialities to be stressed within the limits of the illness or handicap
 - 6. Treatment methods and goals
- C. Nursing service
- D. Ward routines and schedules
- E. Medical staff organization

IV. Relations to Other Departments and Services

- A. Occupational therapy
 - 1. Philosophy, purpose, and objectives
 - 2. Scope and limitations of programs and services
 - a. Ward program
 - b. Shop program
 - 3. Schedules
 - 4. Staff organization
- B. Physical therapy
 - 1. Philosophy, purpose, and objectives
 - 2. Scope and limitations of programs and services
 - 3. Schedules
 - 4. Staff organization
- C. Social service
 - 1. Philosophy, purpose, and objectives
 - 2. Types of problems handled by social workers

3. Services
 - a. To patients
 - b. To families of patients
4. Recording of case services
- D. Other specialized services (diet and foods service, chaplains' service, library service, and medical records department)
- V. Volunteer Program, Community Resources and Relationships
 - A. Agency philosophy and policies regarding volunteer program
 - B. Resources for volunteers
 1. Individuals to serve on a regularly scheduled basis
 2. Groups providing services for special occasions
 - C. Recruitment of volunteers
 - D. Screening and selecting the volunteer
 - E. Volunteer orientation and training
 - F. Integration and utilization in program
 - G. Volunteer-staff relationships and responsibilities (including supervision, recognition, and evaluation of volunteers)
 - H. Other community resources and relationships
 1. Fraternal groups, commercial, voluntary, and public recreation facilities, programs, and resources available to patients
 2. Public relations in community relationships
- VI. General administration
 - A. Organization
 1. Internal organizational structure
 2. Federal, State, or county organizational structure
 3. Brief history and how legally established
 - B. Recreation Department organization
 1. Line-staff relationships
 2. Personnel operations and policies
 - a. Job analyses—assignment of duties
 - b. Selection of employees, qualifications, standards evaluations, salaries, vacations and other benefits, attire, etc.
 3. Staff development provisions
 4. Office procedures—stenographic and clerical assistance, records and reports, filing system, etc.
 - C. Finance
 1. Source of funds
 2. Policies and procedures for handling recreation funds
 - a. Receipts, expenditures, and similar procedures for accounting for funds
 - b. Detailed procedures, vouchers
3. Budget
 - a. Steps in planning and preparing budget
 - b. Budget forms and procedures
 - c. Budget operations
4. Special financial problems and considerations
- D. Areas, facilities, and maintenance
 1. Areas and facilities constructed and designated for recreation use
 2. Other areas and facilities used for recreation programs and services
 3. Evaluation of facilities
 - a. Types and functions
 - b. Design and layout
 - c. Functional operation; analysis of general and detailed needs for operation of various facilities
 - d. Special adaptations of equipment and facilities to meet specific needs of the ill and handicapped
 4. Maintenance
 - a. How maintenance is accomplished
 - b. Cost of maintenance
 - c. Selection, repair, and upkeep of supplies and equipment
- VII. Supervision, Counseling, Evaluation of Student Field Work
 - A. Counseling and supervisory conferences between agency supervisor and student (These conferences should be regularly scheduled at a previously arranged time and place for a minimum of one hour each week.)
 - B. Evaluations and discussions of student's job performance by the agency supervisor
- VIII. Personal and Professional Development
 - A. Student attendance at recreation staff meetings
 - B. Student attendance at other meetings; medical clinics, hospital staff orientation classes; community recreation agency meetings
 - C. Professional affiliation
 1. Professional organizations for hospital recreation at national and State levels
 2. Standards and registration as established for hospital recreation personnel through the Council for the Advancement of Hospital Recreation

- D. Professional on-the-job relationships and cues for working with people effectively (including patients, professional staff, ward attendants, janitors, custodial staff, volunteers, office staff, etc.)
- E. The life of a professional recreation person
 - 1. Local customs and traditions
 - 2. Belonging to local organizations
 - 3. General social life and behavior
 - 4. Ethnic behavior of recreation personnel
- F. How to look for a job in the field of hospital recreation
 - 1. Kinds of recreation jobs—agencies and institutions employing hospital recreation personnel
 - 2. What a hospital recreation director looks for in employing a recreation leader
 - 3. How to act at and conduct an interview
 - 4. General job conditions and opportunities in the field of recreation for the ill and handicapped today

Course Outline—Recreation Field Instruction in Commercial Recreation Agencies

- I. Orientation
 - A. Personal affairs
 - 1. Living arrangements
 - 2. Transportation
 - 3. Work schedules
 - B. General information about the community and agency
 - 1. Introduction to staff
 - 2. Introduction to agency facilities and areas
 - 3. Review of dedications and company objectives and policy
 - 4. Review of responsibilities, schedules, and programs
 - 5. Review of pay periods and personnel relationships
- II. Legal Status of Agency
 - A. Brief history of agency
 - B. Corporate beginnings and organization
 - 1. Zoning laws
 - 2. Property acquisition
 - 3. Financing
 - 4. Regulatory laws
 - 5. Insurance, banks, etc.
- III. Professional Relationships
 - A. Legal
 - B. Architectural

- C. Engineering
- D. Accounting
- E. Banking
- F. Insurance

IV. General Administration

- A. Organization of agency; officers and responsibilities
 - 1. Objectives of organization
 - 2. Public relations
 - 3. Customer relations
 - 4. Finance
 - 5. Central office relationships
- B. Departmental organization—line-staff relationships
 - 1. Job analysis, job description and qualifications
 - 2. Selection of employees, evaluations, salaries, fringe benefits, insurance, attire
 - 3. Morale and discipline
 - 4. Office routine, records, and reports
 - 5. Volunteers (selection and training)
- C. Fiscal administration
 - 1. Tax problems (Federal, State, local)
 - 2. Accounts receivable, payable
 - 3. Payroll, withholding taxes, and social security
 - 4. Bank relationships
 - 5. Routine cash flow
 - 6. Profit and loss, balance sheet, general ledger, and statements
 - 7. General discussion of lending institutions and rates
 - 8. Budget
 - a. Preparation
 - b. Comparison
 - c. Over-under adjustments
 - 9. Purchasing
 - a. Quantity orders and discounts
 - b. Routines
 - 10. Fees and rentals
 - a. How established
 - b. How collected

V. Public Relations

- A. Objectives
- B. Forms of public relations
 - 1. Personnel
 - 2. Newspapers
 - 3. Word of mouth
 - 4. Relationships with community
 - 5. Influence centers

- C. Direct mail to customers
 - 1. Newsletters
 - 2. Bulletin boards
 - 3. Personal contact
 - 4. General social contact
- D. Image creations and influence centers among customers
 - 1. General effect of shirts and awards
 - 2. Word of mouth and association
- E. Complaints
 - 1. Proper answers
 - 2. Sincere interest
- VI. Program Operation and Planning
 - A. Objectives of program
 - B. Supervision and responsibility
 - 1. Coordination of staff
 - 2. Coordination of facilities
 - 3. Aquatics
 - 4. Tennis
 - 5. Day camp
 - 6. Field activities
 - 7. Trips
 - 8. Camping
 - 9. Special events
 - C. Leadership methods
 - 1. Communication with children
 - 2. Communication with adults
 - 3. Committees, volunteers, etc.
 - 4. Qualities required and techniques
 - 5. Evaluation
- VII. Areas, Facilities, and Maintenance
 - A. General standards for recreation facilities
- B. Design and layout
- C. Evaluation of facilities
 - 1. Types and functions of various recreation areas and facilities
 - 2. Functional operation—analysis of general and detailed needs for operation of various facilities
- D. Maintenance
 - 1. How maintenance is accomplished
 - 2. Cost of maintenance
 - 3. Selection, repair, and upkeep of supplies and equipment
 - 4. Landscaping and general maintenance
 - 5. Filtration system used for pools
- VIII. General Subject Areas
 - A. Evaluation of commercial recreation
 - 1. Advantages
 - 2. Disadvantages
 - B. Commercial recreation opportunities
 - 1. Clubs
 - 2. Day camps
 - 3. Family camps
 - C. Ethnic groups—their relationship to each other
 - 1. Attitudes
 - 2. Customers
 - 3. Direct experience
 - D. Leisure time and its challenge to commercial development
 - E. Other clubs and their directions
 - F. Not-for-profit approach to swim-tennis clubs

facilities, equipment, and costs

Adequate physical facilities are necessary for an effective recreation leadership program. Although they represent substantial long-term investments, such facilities, for the use of all students, can serve as an important factor in recruiting high school graduates for enrollment at the institution and in meeting post-secondary institution accreditation standards.

Ideally, such areas and facilities should be equipped and ready before the first class of recreation leadership students is enrolled. Some may already be in existence, e.g., for music, industrial arts, and physical education. In initiating a recreation leadership program where facilities must be constructed, the installation of multiple-use structures and areas may substantially reduce the cost of these facilities.

General Planning Considerations

Classrooms, offices, and storage facilities for recreation leadership programs require no special designs. Any well-constructed building with suitable utilities may be used. However, if the building is used for laboratory purposes, flexibility may be gained by maximum use of movable partitions and portable equipment. The structure should include or be adjacent to a gymnasium and swimming pool and should be near outdoor teaching stations such as athletic fields and tennis courts. This arrangement allows for better supervision of equipment and supplies and reduces the time lost in walking to and from classes. For convenience, the recreation building's indoor activity areas should be at ground level.

Many recreation activity courses produce noise which may be distracting to other classes; for this reason, the recreation laboratory should be located away from other educational facilities.

Office and Classroom Spaces

Factors governing the design of office and classroom spaces for a recreation leadership program include:

the number of students; the number of faculty members and staff; the location of existing facilities; and the length of the program.

For the purpose of illustration, the following discussion is based on a two-year program involving 60 students, 30 the first year and another 30 the second year, two instructors, a department chairman, and a receptionist-secretary. (See Figure 8.) The additional office space indicated in the figure is provided to allow adequate space for part-time faculty or for additions to the recreation staff.

The recreation facility should provide three classrooms with space to accommodate 30 students in each room. Between at least two of these rooms should be a movable steel or glass partition. This arrangement is valuable in certain social recreation activity skill courses in which double floor space is needed.

Each classroom should provide ample storage for projectors, recorders, table games, and a record player. Other equipment should include movable tables and chairs for 30 students, a chalkboard, and a projection screen. The classrooms should be lighted by at least 50 foot-candles at desk level with a control switch to facilitate use of visual aids. Electrical outlets for projection equipment and windows equipped with room darkening devices should be provided.

Each faculty member should have a minimum of 100 square feet of office space, with no more than two instructors in the same room. Each space should have a desk, record file, cabinet or shelf space for books and equipment, chairs for visitors, and an extension telephone. A waiting room or reception area should restrict access to staff offices and provide office space for the departmental secretary.

Arts and Crafts Laboratory

A separate arts and crafts laboratory is desirable because it centralizes equipment and supplies, provides better student supervision, and requires fewer personnel than separate facilities. (See Figure 9.) Such a laboratory may already be available in the institution's industrial arts department.

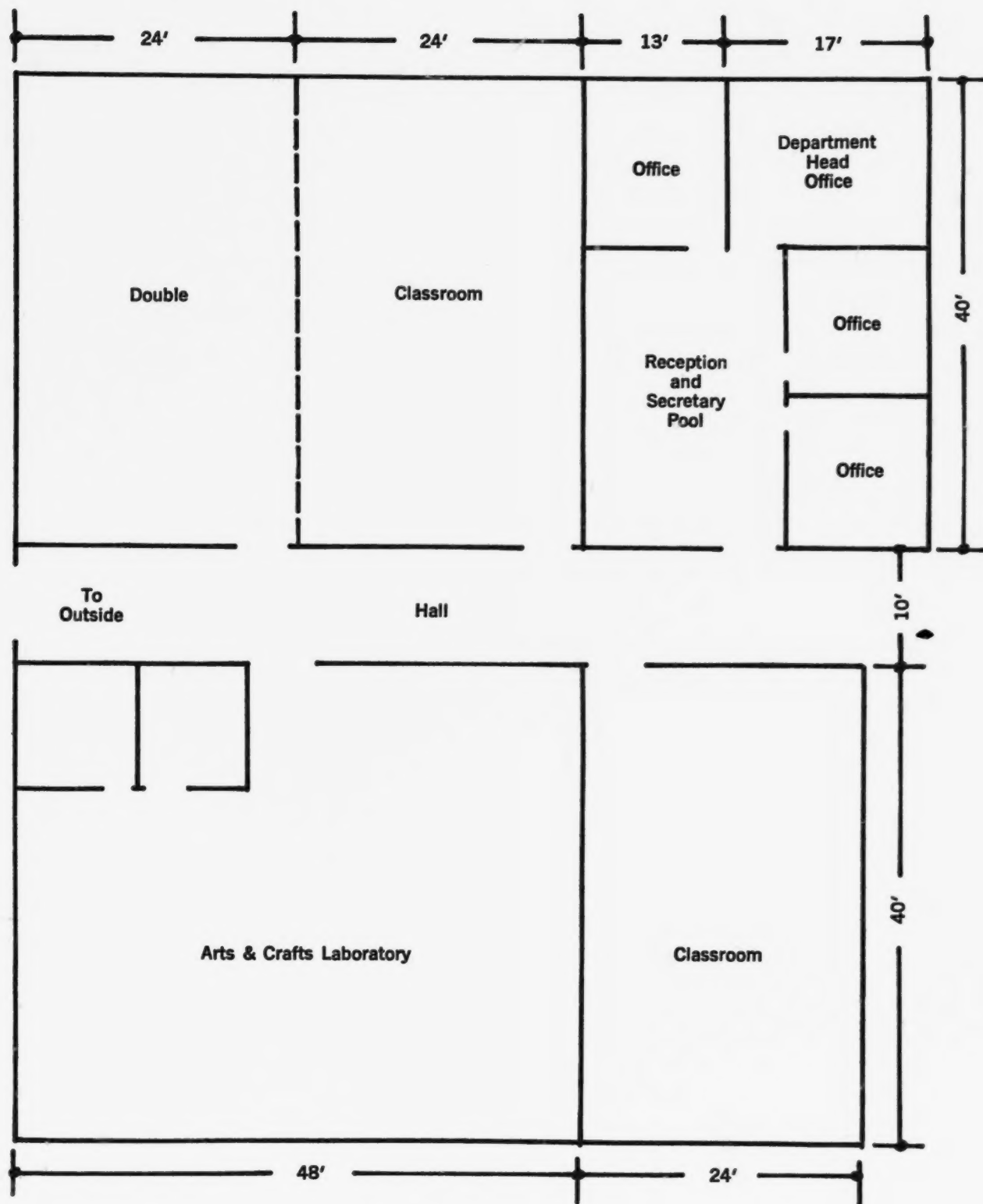


FIGURE 8.—Suggested facility.

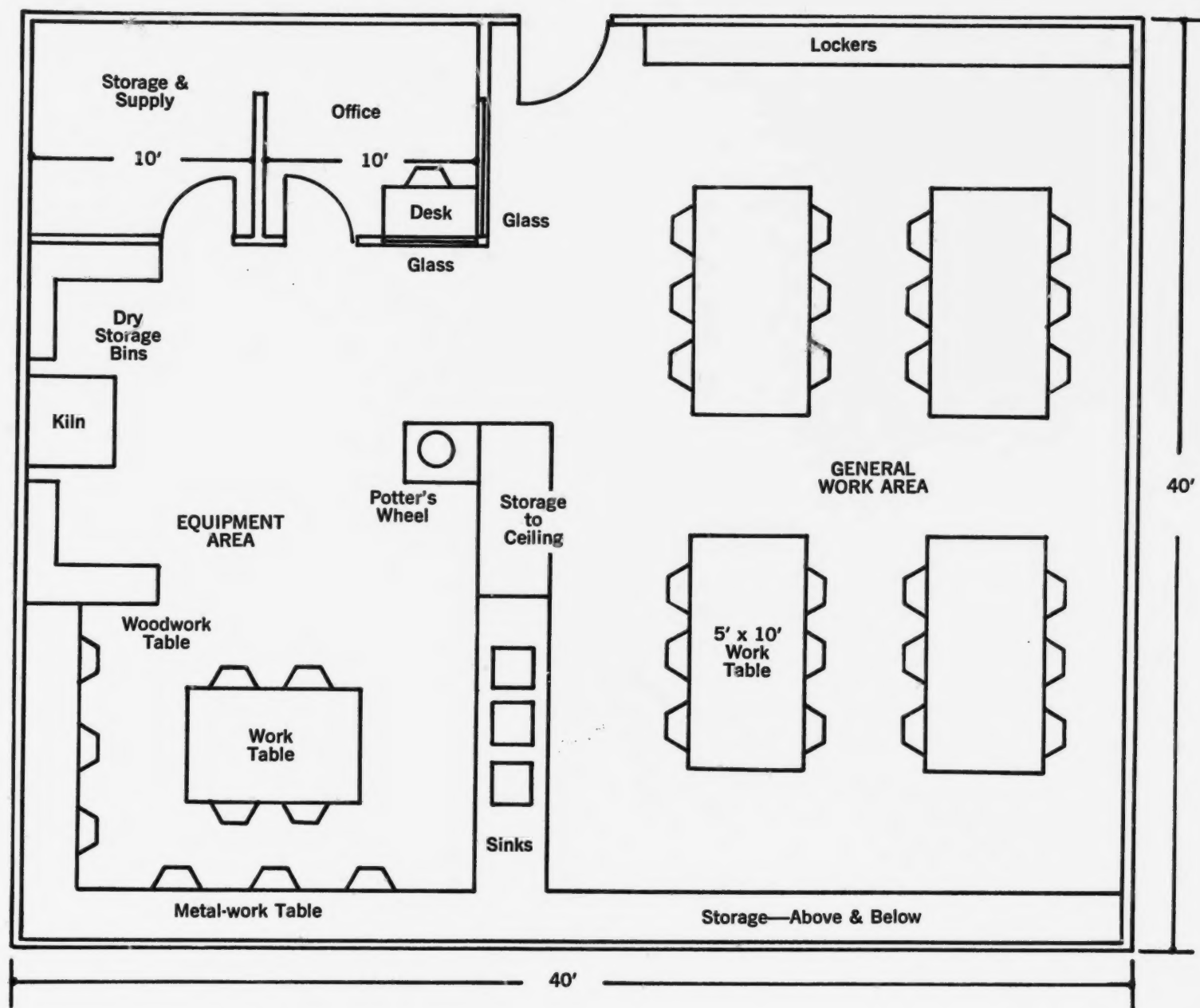


FIGURE 9.—Example of an arts and crafts laboratory.

The laboratory space should be at least the size of a double classroom. For convenience, it might be sectioned into a general work area, a storage and supply area, and an equipment area. Glass partitions will permit supervision of the entire facility from any corner. Adequate nonglare lighting should be provided throughout. Proper year-round climate control should be provided, and an exhaust system should be incorporated to eliminate heat from ceramic kilns.

The laboratory should accommodate at least 16 students at one session. Four 6- by 10-foot tables with durable, nonporous work surfaces should allow sufficient space for all participants to lay out equipment and supplies for most projects. Each student should have drawer space to store his small equipment and materials; and ample cabinets, closets, and lockers should

be provided for the storage of craft materials, unfinished projects, and exhibit materials.

An office separated from the work area by glass partitions should be available for the instructor. It should contain a desk, desk chair, file cabinet and a closet or shelves for storing and controlling hand tools.

The equipment area should contain large stationary equipment such as sinks, ceramic kilns, and large tools. This area should be equipped with heavy-duty 220-volt electrical power outlets and an ample number of smooth, hard-surfaced shelves for storing ceramic molds and unfired pieces.

Adequate cupboard space for storing glazes, ceramic tiles, and other supplies should be provided. Three or four large, deep, stain-resistant sinks with single faucets and sludge traps should be available. Cabinets or

drawer spaces are recommended for the storage of soap and paper towels. Waste cans should be strategically placed throughout the working area.

Guidelines to Planning

Adequate facilities and areas for recreation instruction depend on the nature of the activities offered in the courses of the curriculum. Because there are many variables, such as geographic location and size of the institution, it is difficult to suggest standardized facilities. Many of the areas and facilities needed to carry on specific programs in the curriculum may already exist in other departments, while others may be available in the immediate area of the institution from public or private sources.

Two important considerations in facility planning should be the functionality of the facility and its attractiveness. An equally important consideration is the multiple uses to which a facility can be put. As an example, by drawing court boundaries in distinguishing colors on a gymnasium floor, it is possible to use the same facility for a number of different activities. Figure 10 shows how a gymnasium 140 feet by 140 feet can be used as three basketball courts, four volleyball courts, or six badminton courts.

When certain specific facilities are not available at the institution and it becomes necessary to select building sites, the following factors should be considered:

1. Proximity to classrooms
2. Proximity to housing
3. Pedestrian traffic patterns at the institution
4. Motor traffic movement and parking space
5. Soil conditions and drainage
6. Availability of utilities
7. Relationship to other existing facilities
8. Availability of transportation provided by the institution

As a general guide to assist postsecondary institutions in providing adequate areas and facilities for both recreation programs and multiple use in physical education, varsity athletics, intramurals, and campus recreation, the following suggested space standards from *College and University Facilities Guide** are provided.

*Athletic Institute and American Association for Health, Physical Education, and Recreation. *College and University Facilities Guide for Health, Physical Education, Recreation, and Athletics.*

TYPE "A"—Indoor Activity Stations

Space requirements: 12 square feet per student (Applied Student Population).

Including: Gym floor, mat areas, swimming pools, courts, etc. (adjacent to lockers and showers and within 10-minute walking distance of academic classrooms).

Uses: Physical education class instruction, varsity sports, intramural sports, informal sports participation, student and faculty recreation, etc.

Breakdown of Type "A" Space:

- A1—Large gymnasium areas with relatively high ceilings (22-foot minimum) for basketball, badminton, gymnastics, apparatus, volleyball, etc. (approximately 55 percent of the computed Type "A" Space).
- A2—Activity areas with relatively low ceilings (12-foot minimum) for combatives, therapeutic exercises, dancing, weight lifting, etc. (approximately 30 percent of the computed Type "A" Space).
- A3—Swimming and diving pools (approximately 15 percent of the computed Type "A" Space).
- A4—Handball and squash courts. In addition to the above requirements, there should be one handball or squash court for each 800 students (Applied Student Population).

TYPE "B"—Outdoor Activity Stations

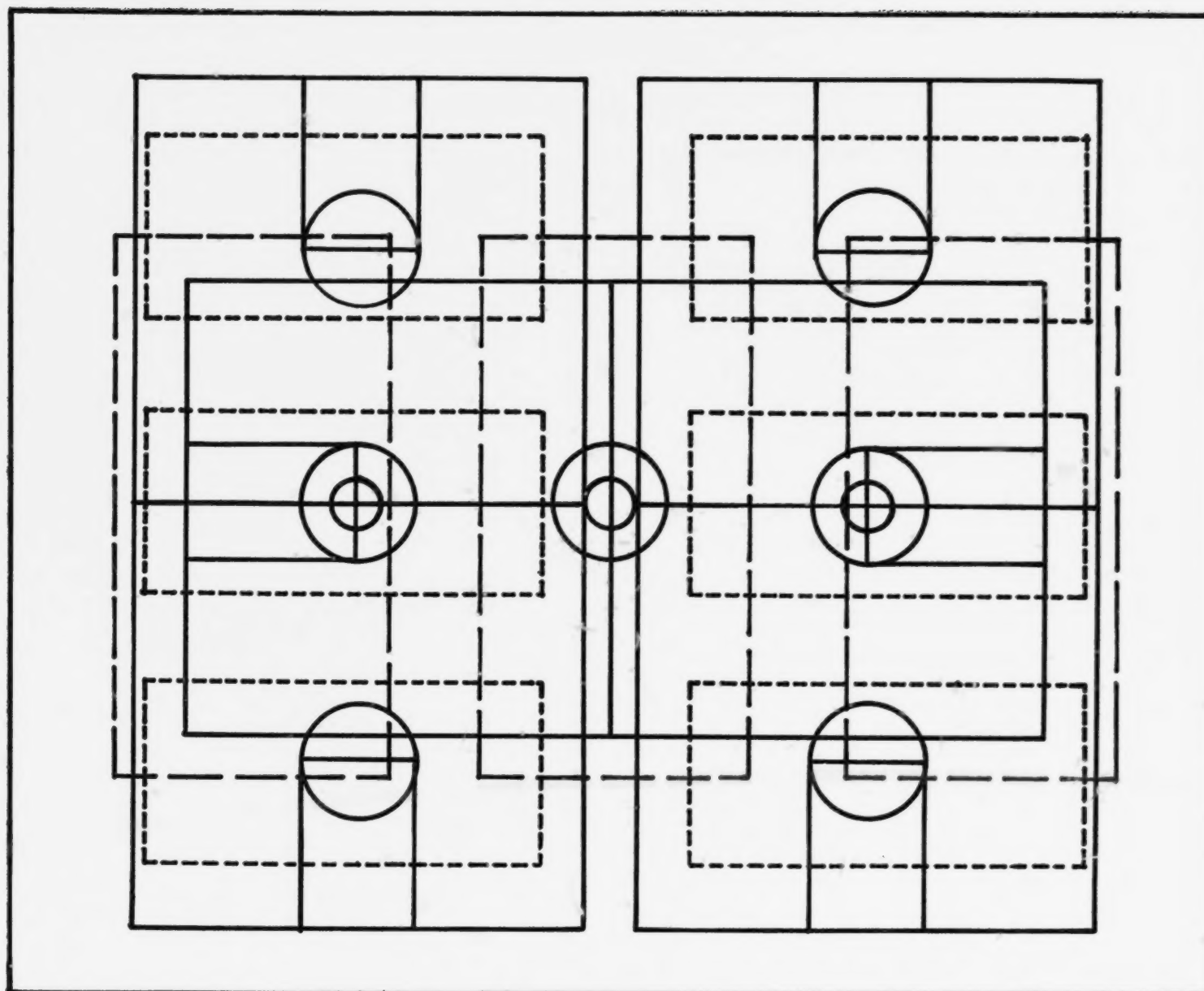
Space requirements: 100 square feet per student (Applied Student Population).

Including: Sports fields of all types (adjacent to lockers and showers and within 10-minute walking distance of academic classrooms).

Uses: Physical education class instruction, varsity sports, intramural sports participation, student and faculty recreation, etc.

Breakdown of Type "B" Space:

- B1—Sodded areas for soccer, touch football, softball, etc. (approximately 60 percent of the computed Type "B" Space).
- B2—Court-type areas for tennis, volleyball, flicker ball, etc. (approximately 15 percent of the computed Type "B" Space). There should be one doubles tennis court for each 400 students (Applied Student Population).
- B3—Specialized athletic areas for track and field, baseball, archery, varsity football, golf, camping demonstrations, etc. (approximately 25 percent of the computed Type "B" Space).
- B4—Swimming pools (included in B3 approximation).



Key	_____	Basketball
	_____	Volleyball
	-----	Badminton

FIGURE 10.—Example of gymnasium floor markings to accommodate three basketball courts, four volleyball courts, and six badminton courts.

TYPE "C"—Sports Fields and Buildings; Intramural and General Outdoor Recreation Areas

Space requirements: 160 square feet per student (Applied Student Population).

Including: Playing fields and athletic buildings of all types; softball diamonds, tennis courts, arenas, field houses, etc. (too far removed from general student lockers, showers, living quarters, and academic buildings for use as teaching stations) (maximum distance from major residence areas: one mile)

Uses: Intramural sports, varsity sports, informal sports.

Breakdown of Type "C" Space:

- C1—Sodded areas for soccer, touch football, softball, etc. (approximately 40 percent of the computed Type "C" Space)
- C2—Court-type areas for tennis, volleyball, flicker ball, etc. (approximately 10 percent of the computed Type "C" Space)

C3—Specialized athletic areas for track and field, baseball, archery, varsity football, golf, camping demonstrations, etc. (approximately 45 percent of the computed Type "C" Space)

C4—Swimming pools (included in C3 approximation)

C5—Sports and intramural buildings providing lockers, showers, play space, office space, lounge rooms, etc. (approximately 5 percent of Type "C" Space)

TYPE "D"—Informal Recreation Areas

Space requirements: Included in C3.

Including: On-campus picnic areas (maximum distance from residence area: 1½ miles) (approximately 14 percent of total Type "C" Space).

Uses: Overnight camping, picnics, outing activities, camping demonstrations, golf, archery, boating, canoeing, outdoor swimming, etc.

TYPE "E"—Off-campus Outdoor Education, Camping, and Recreation Areas

Including: Outdoor camping and outdoor education center, off-campus golf course, university country club, etc. (maximum distance from heart of campus: 25 miles).

Uses: Overnight camping, picnics, outing activities, camping demonstrations, golf, archery, boating, canoeing, outdoor swimming, etc.

Estimated space needs of this type area: It is difficult

to state these needs on a square-feet-per-student basis. Such areas contribute materially to the outdoor education and outdoor recreation of both men and women students; but the many variables in climate, topography, distance from the heart of the campus, and emphasis on outdoor education make a square-feet-per-student standard difficult to establish. One acre per student for the anticipated enrollment is generally recommended for an outdoor education laboratory.

These standards are based upon an applied student population which considers the total student enrollment of the institution. Specific information on court and field dimensions can be obtained by consulting Ramsey and Sleeper's *Architectural Graphic Standards*.

Equipment and Supplies

The cost of equipment and supplies for recreation leadership instruction varies depending on the size of the department, the quality and quantity of equipment or supplies purchased at one time, and the method of purchasing. Recreation program leadership equipment and supplies are often the same types of items used in the physical education, intramural, athletic, and recreation programs of the institution. If a central

Activity	Equipment and Supplies	Estimated Cost
Classroom.....	1 16 mm. projector, 1 opaque projector, 1 overhead projector, 1 carousel slide projector, 1 projection screen, 1 tape recorder, 1 reproducing machine (ditto, mimeograph).	\$1,000–\$2,000
Archery.....	120 arrows, 10 bows, 5 target faces, 20 arm guards, 5 ground quivers, 5 target stands, 20 finger taps, 5 targets.	300– 400
Badminton.....	1 net with standards per court, 20 racquet presses, 20 racquets, 50 shuttlecocks.....	250– 300
Basketball.....	1 ball carrier, 4 balls.....	75– 100
Bowling.....	20 balls, 20 pairs of shoes.....	600– 700
Dance.....	1 record carrying case, 1 record player, 1 table with wheels.....	100– 150
Golf.....	60 plastic balls, 60 regulation balls, 20 irons (nos. 2–5–7–9), 20 woods (nos. 1–3), 20 rubber or cocoa mats, 4 driving nets.	800– 900
Soccer.....	4 balls, 2 goals per field.....	150– 200
Softball.....	1 bat bag, 10 balls, 1 homeplate and 3 bags per field, 7 bats, 1 catcher's mask, 1 pitcher's plate per field, 10 gloves (optional).	150– 200
Tennis.....	20 balls, 1 net with posts per court, 20 racquet presses, 20 racquets.....	300– 400
Touch football....	7 balls, 20 flag belts.....	75– 100
Volleyball.....	4 balls, 1 net with standards per court.....	50– 100
Canoeing.....	7 canoes, 14 paddles, 14 kneeling pads.....	1,400– 1,500
Rowing.....	7 bailers, 7 boats, 14 oars and oarlocks.....	1,000– 1,100
Casting.....	10 reels, 10 rods, 10 leaders, 10 lines, 10 practice flies, 10 practice plugs.....	150– 200
Swimming/diving....	1 1-meter diving board per pool, 10 kick boards, 1 diving brick per pool, lane markers (optional), 2 buoys per pool, 1 reaching pole per pool, 2 life preservers per pool.	600– 800
Camping/outdoor activities.	5 axes, 5 compasses, 20 sets of cooking utensils, 1 first aid kit, 5 canteens, 5 spades or shovels, 2 sharpening stones, 5 tarpaulins, 5 sheath knives, 2 saws, 2 10-man tents, 20 sleeping bags.	700– 800
Total costs.....		7,700– 9,950

purchasing department orders these items in volume once a term for all the institution's programs, a considerable saving can often be realized.

Major suppliers can often be helpful in determining detailed and precise estimates of equipment and supply costs. Prior to a major purchase of equipment, the department head or purchasing agent should obtain current lists of prices from several suppliers. The names and addresses of reputable suppliers may be found in telephone directories and in educational, professional,

and recreation-related journal advertising. (See appendix I.)

The following list of equipment and supplies contains those that might be included to start a recreation program. The range of costs for items was estimated in 1968 and represents the cost of modern equipment and good supplies—not necessarily the most expensive or top quality. The recreation department office and classroom furnishings are not included. All equipment and supplies are based on a class of 20 students.

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films and filmstrips

Films

- ABC of Puppet Making*, 10 min., b&w, 16mm., Bailey Films, Inc., 6509 DeLongpre, Hollywood, Calif. 90028.
- A Chance to Play*, 20 min., b&w, 16mm., General Electric Co., 570 Lexington Ave., New York, N.Y. 10022.
- Art from Scrap*, 5 min., color, 16mm., Audio-Visual Center, Indiana University, Bloomington, Ind. 47401.
- Better Use of Leisure*, 11 min., color, 16mm., Coronet Films, 72 Dean St., London, England.
- Beyond the Tooth of Time*, 27 min., b&w, 16mm., Boy Scout Council, New Brunswick, N.J. 08903.
- Bowling*, 15 min., color, Don Ellis Films, 1501 Broadway, New York, N.Y. 10036.
- Camping: A Key to Conservation*, 23 min., color, 16mm., Audio-Visual Center, Indiana University, Bloomington, Ind. 47401.
- Careers in Recreation*, 27 min., color, 16mm., Athletic Institute, Chicago, Ill. 60654.
- Classrooms in the Park*, 15 min., color, 16mm., Lifetime Sports Foundation, 1725 K St. NW., Washington, D.C. 20009.
- Craftsmanship in Clay*, 11 min., color, 16mm., Audio-Visual Center, Indiana University, Bloomington, Ind. 47401.
- Dolls, Puppets, Diversions*, 20 min., b&w, 16mm., Girl Scouts of America, 830 Third Ave., New York, N.Y. 10022.
- Financed Recreation*, 22 min., color, 16mm., National Recreation and Park Association, 1700 Pennsylvania Ave. NW., Washington, D.C. 20006.
- Free Bowling Clinic*, 22 min., b&w, 16mm., American Machine and Foundry Co., Bowling Products Group, Westbury, Long Island, N.Y. 11100.
- How to Improve Your Badminton*, slide films and teaching manual produced by the Athletic Institute, Merchandise Mart, Room 805, Chicago, Ill. 60654.
- How to Make a Mask*, 11 min., color, 16mm., Bailey Films, Inc., 6509 DeLongpre, Hollywood, Calif. 90028.
- How to Make a Puppet*, 12 min., color, 16mm., Bailey Films, Inc., 6509 DeLongpre, Hollywood, Calif. 90028.
- Leaders for Leisure*, 21 min., color, 16mm., Athletic Institute, 805 Merchandise Mart, Chicago, Ill. 60654.
- Marshland is Not Wasteland*, 14 min., color, 16mm., Audio-Visual Center, Indiana University, Bloomington, Ind. 47401.
- Masks and Imagination*, 28 min., b&w, 16mm., Girl Scouts of America, 830 Third Ave., New York, N.Y. 10022.
- Music and Musical Instruments*, 28 min., b&w, 16mm., Girl Scouts of America, 830 Third Ave., New York, N.Y. 10022.
- National Parks: Our American Heritage*, 17 min., color, 16mm., Bailey Films, Inc., 6509 DeLongpre, Hollywood, Calif. 90028.
- Of Time, Work and Leisure*, 20 min., b&w, 16mm., Audio-Visual Center, Indiana University, Bloomington, Ind. 47401.

- Playtown USA*, 25 min., color, 16mm., Athletic Institute, Chicago, Ill. 60654.
- Recreation Center for the Handicapped*, 21 min., color, 16mm., Stanford University, Stanford, Calif. 94305.
- Tennis by Contrast*, 10 min., color, 16mm., Audio-Visual Education Films, Inc., 7934 Santa Monica Blvd., Santa Monica, Calif. 90404.
- Tennis Class Organization*, 25 min., color/sound, 16mm., U.S. Lawn Tennis Association, 51 East 42nd St., New York, N.Y. 10017.
- Tennis for Beginners*, 16 min., b&w, sound, 16mm., some slow motion, Owen Murphy Productions, Inc., 666 5th Ave., New York, N.Y. 10009.
- Tennis for Everybody*, 13 min., b&w and color, sound, 16mm., Allegro Film Productions, 201 W. 52nd St., New York, N.Y. 10019.
- Therapeutic Camping*, 28 min., color, 16mm., Devereaux Schools, Devon, Pa. 19333.
- \$1,000 for Recreation*, 21 min., color, 16mm., Athletic Institute, Chicago, Ill. 60654.
- Town and Country Recreation*, 20 min., color, 16mm., Athletic Institute, Chicago, Ill. 60654.
- When All the People Play*, 25 min., b&w, 16mm., National Film Board of Canada, 150 Kent St., Ottawa, Canada.
- Winning Golf*, 35 min., color, 16mm., National Collegiate Film Service, 1030 West Chicago Ave., Chicago, Ill. 60622.

Filmstrips

- A Lifetime of Bowling*, slide films and teaching manual, American Association for Health, Physical Education, and Recreation, 1201 16th St. NW., Washington, D.C. 20036.
- Beginning Golf*, 35-mm. slides, color, Athletic Institute, 805 Merchandise Mart, Chicago, Ill. 60654.
- Beginning Golf*, 48 min., 35-mm. slides, color, with 33 1/3 rpm records, National Golf Foundation, 804 Merchandise Mart, Chicago, Ill. 60654.
- Beginning Tennis*, six filmstrips, Athletic Institute, 209 S. State St., Chicago, Ill. 60604.
- Beginning Tennis*, color, Athletic Institute, 209 S. State St., Chicago, Ill. 60604.
- Bowling-Fencing-Golf Guide*, National Education Association, 1201 16th St., NW, Washington, D.C. 20036.
- Bowling Technique Charts*, National Education Association, 1201 16th St., NW, Washington, D.C. 20036.
- How to Improve Your Bowling*, slide films and teaching manual, the Athletic Institute, Merchandise Mart, Room 805, Chicago, Ill. 60654 and the Billiard and Bowling Institute of America, 23 East Jackson, Chicago, Ill. 60604.

Learn to Bowl, instructional sound-slide films with accompanying booklets, 16mm., Brunswick Corp., 623 S. Wabash Ave., Chicago, Ill. 60605.

Slow Motion Long Films for Tennis Instruction, loop film, U.S. Lawn Tennis Association, 51 East 42nd St., New York, N.Y. 10017.

Tennis Instruction, LSEP-AAHPER filmstrip, over 50 frames

showing class organization for group instruction, Stock No. 245-07742, NEA Publication Sales, 1201 16th St., NW, Washington, D.C. 20036.

Tennis Instruction, LSEP-AAHPER placards, 24 illustrations showing class organization for group instruction, Stock No. 245-07744, NEA Publications Sales, 1201 16th St., NW, Washington, D.C. 20036.

APPENDIXES

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appendix a

A Partial Listing of Recreation and Related Agencies and Organizations

Amateur Softball Association of America, 11 Hill Street, Suite 201, Newark, N.J. 07102. Founded to develop, promote, and regulate amateur softball, it provides services to more than 100 State and metropolitan softball associations and many other organizations. Services include speakers, demonstrations, library loan service, film loans, workshops, publications, visitation, local event sanctions, and certifying records.

American Amateur Baseball Congress, Youth Building, 115 West Street, Battle Creek, Mich. 49017. The Congress is dedicated to the organization and administration of amateur baseball above junior age nationally. Services include speakers, workshops, publications, consultations, research, local event sanctions, special events, film loans, and site planning.

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street NW., Washington, D.C. 20036. The Association is designed to support, encourage, and provide guidance for personnel throughout the Nation as they seek to develop and conduct school and community programs in health education, physical education, and recreation based upon the needs, interests, and inherent capacities of the individual and of the society of which he is a part. Services include interagency liaison, education, public relations, standardization, conferences, publications, and personnel placement service.

American Bowling Congress 1572 East Capitol Drive, Milwaukee, Wis. 53211. The Congress fosters interest in the bowling game. Services include rules standardization, conventions, tournament sanctions, awards, research, public relations, information, speakers, film loans, visitations, consultation, local events sanction, and publications.

American Camping Association, Bradford Woods, Martinsville, Ind. 46151. Association services include camp standards, public relations, program services, studies and research, counselor placement, legislation, camper referral, consultant services, leadership, conventions, and workshops.

The American National Red Cross, 17th and D Streets NW., Washington, D.C. 20006. The American Red Cross is chartered by Congress as a disaster relief agency to assist the Armed Forces, to fulfill certain treaties, and to assist international relief efforts. Services include disaster preparedness programs, speakers, film loans, conferences, publications, visitations, special events, safety programs, and instructor certification.

American Society of Landscape Architects, Inc., 2000 K Street NW., Washington, D.C. 20006. The Society is an organization of professional landscape architects who have training in the design of parks and playgrounds, and preparation of feasibility studies, master plans, etc. Services include film loans, conferences, site planning, master planning, research, personnel placement, special events, and an accreditation program.

American Youth Hostels, Inc., 20 West 17th Street, New York, N.Y. 10011. This organization is a nonprofit, nonsectarian, nonpolitical corporation formed for charitable and educational purposes to help everyone gain a greater understanding of the world and its people through outdoor activities. Services include education, travel, and supervised youth hostels accommodations.

The Athletic Institute, 805 Merchandise Mart, Chicago, Ill. 60654. The Institute is a nonprofit organization devoted to the advancement of athletics, physical education, and recreation. Services include conferences, publications, and films.

Bicycle Institute of America, Inc., 122 East 42nd Street, New York, N.Y. 10017. The Institute is a trade association of the bicycle industry dedicated to expanding the existing opportunities for safe cycling. Services include publications, consultations, speakers, film loans, research, sanctioning local events, and special events.

Boys' Clubs of America, 771 First Avenue, New York, N.Y. 10017. "To promote the health, social, educational, vocational, and character development of boys." Services include special committees, special events, and publications.

Boy Scouts of America, New Brunswick, N.J. 08900. "For the character development, citizenship, training, and physical fitness of boys." Maintains Boy Scout Museum, conducts studies on problems and needs of youth and operation of scouting councils and districts. Other services include libraries, meetings and publications.

Camp Fire Girls, Inc., 65 Worth Street, New York, N.Y. 10013. This organization seeks to develop the best potentialities of each girl. Services include speakers, demonstrations, conferences, visitations, consultations, site planning, master planning, research, sanctioning local events, special events, and camps.

Girls' Clubs of America, 101 Park Avenue, New York, N.Y. 10017. Conducts daily clubhouse-centered programs in the fields of homemaking, citizenship, culture, health, physical education, and recreation.

Girl Scouts of America, 830 Third Avenue, New York, N.Y. 10022. The purpose is "inspiring girls with the highest ideals of character, conduct, patriotism, and service that they may become happy and resourceful citizens." Program activities in the arts, home, out-of-doors, service, troop management, citizenship, international friendship, and health and safety.

International Association of Amusement Parks, 203 North Wabash Avenue, Chicago, Ill. 60601. Services include consultants, and planning and design of amusement parks or pools.

International City Managers' Association, 1313 East 60th Street, Chicago, Ill. 61637. The Association is a nonprofit professional organization dedicated to increasing the proficiency of city managers and aiding in the improvement of municipal administration in general. Services include research, information, publications, Code of Ethics, and education.

International Recreation Association, Inc., 345 East 46th Street, New York, N.Y. 10017. The Association promotes recreation on an international scale. Services include information, speakers, publications, visitations, research, personnel placement, special events, and education.

National Baseball Congress, 338 South Sycamore, P.O. Box 1420, Wichita, Kans. 67201. The Congress sponsors several leagues and tournaments to increase interest in baseball. Services include publications, consultations, planning, surveys, research, sanctioning local events, and accreditation.

National Campers and Hikers Association, 7172 Transit Road, Buffalo, N.Y. 14221. Services include publications.

National Field Archery Association, Route 2, Box 514, Redlands, Calif. 92373. The Association assists in the administration and coordination of archery field activities. Services include rules and regulations for competition, awards, demonstrations, conferences, an annual tournament, publications, visitations, research, personnel placement, sanctioning local events, special events, certifying records, and accreditation.

National Golf Foundation, 804 Merchandise Mart, Chicago, Ill. 60654. The Foundation is a nonprofit corporation established by the golf industry to expand, stimulate, and strengthen facilities, participation, and markets for golf. Services include speakers, instruction, conferences, publications, visitations, consultations, and surveys.

National Industrial Recreation Association, 20 North Wacker Drive, Chicago, Ill. 60601. The Association is comprised of athletic and recreation directors for commercial and industrial firms. Maintains a research library and sponsors regional workshops. Services also include conventions and monthly publications.

The National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006. The National Recreation and Park Association is the largest nonprofit service organization serving in the park, recreation, and conservation field. NRPA is dedicated to the wise use of leisure time, conservation of human and natural resources, and the beautification of the total American environment. It is actively concerned with improving park and recreation facilities and programs, and providing more wholesome and meaningful leisure time opportunities for everyone.

A professional staff of park, recreation, and allied specialists is headquartered in Washington, D.C. Additional professional personnel in eight district offices across the United States provide in-person consultant service to park and recreation agencies and related organizations at the municipal, county, district, and State levels as well as to colleges and universities.

NRPA members include professionals and students, members of park and recreation boards and commissions, public and private agencies, business firms and individuals providing goods and services to the movement, and private citizens interested in the future growth of parks and recreation in the United States.

To serve each member's special interests, NRPA has seven professional and volunteer branches: the Armed Forces Recreation Society, the American Association of Zoological Parks and Aquariums, the American Park and Recreation Society, the National Conference on State Parks, the National Therapeutic Recreation Society, the Society of Park and Recreation Educators, and the Commissioners-Board Members Branch.

NRPA maintains a storehouse of factual information on all aspects of the park and recreation field. As new ideas, techniques, procedures and methods are tried, this information is accumulated, evaluated, condensed, and filed. By this process, NRPA has gathered the largest collection of data on parks and recreation in the United States.

Among the general services NRPA provides are information, education, interagency liaison, public relations, and research.

National Rifle Association, 1600 Rhode Island Avenue NW., Washington, D.C. 20036. The Association is a nonprofit membership organization of individuals and clubs founded to educate and train citizens in the safe and efficient handling of firearms. Services include instruction and competition, speakers, film loans, workshops, publications, visitations, planning, research, sanctioning local events, special events, and the certification of records.

National Safety Council, 425 North Michigan Avenue, Chicago, Ill. 60611. The Council is a federally chartered nonprofit, nonpolitical association dedicated to furthering, encouraging, and promoting methods and procedures leading to increased safety, protection, and health among all Americans. Services include library loans, workshops, publications, consultations, surveys, research, and special events.

National Swimming Pool Institute, 2000 K Street, N.W., Washington, D.C. 20006. The Association is made up of builders, dealers, designers, engineers, manufacturers, and suppliers concerned with public and residential swimming pools. Establishes uniform standards for the design, construction, and equipping of swimming pools.

Nature Centers Division, National Audubon Society, 1130 Fifth Avenue, New York, N.Y. 10028. The Division is an educational and planning service of the National Audubon Society to stimulate nationwide interest in the natural world and rally support for a new movement in conservation education through nature centers. Services include information, consultation, visitations, planning, research, speakers, demonstrations, film loans, conferences, and publications.

United States Golf Association. "Golf House," 40 East 38th Street, New York, N.Y. 10016. Literature available on publications and services.

United States Handball Association, 4101 Dempster Street, Skokie, Ill. 60076. The USHA was formed to stimulate the game and provide an individual identity for handball. Services include speakers, demonstrations, film loans, workshops, publications, visitations, consultations, planning, surveys, research, sanctioning local events, and special events.

United States Lawn Tennis Association, 120 Broadway, New York, N.Y. 10005. The Association is a national, noncommercial organization devoted to the development of tennis as a means of healthful recreation and physical fitness. Services include film rentals, workshops, publications, research, sanctioning local events, and special events.

United States Ski Association, The Broadmoor Hotel, Colorado Springs, Colo. 80906. The Association is dedicated to the promotion of skiing throughout the United States. Services include standardization, speakers, and publications.

United States Soccer Football Association, 320 Fifth Avenue, Room 1015, New York, N.Y. 10001. Publishes official soccer rules.

United States Volleyball Association, 224 East 47th Street,

New York, N.Y. 10017. The volleyball governing body in the United States. Services include speakers, demonstrations, workshops, publications, visitations, consultations, sanctioning local events, and special events.

Young Men's Christian Association, The National Board of, 291 Broadway, New York, N.Y. 10007. The YMCA is a voluntary membership organization of independent local organizations which encourage the physical, mental, and spiri-

tual growth of their members. Services are determined by the local organizations.

Young Women's Christian Association of the U.S.A., 600 Lexington Avenue, New York, N.Y. 10022. The YWCA is a nonprofit organization dedicated to promoting the welfare of women and girls. Services include speakers, workshops, publications, sanctioning local events, special events, and camps.

appendix b

Sample Job Description Associate Professional Recreation Program Leader

Description

The recreation program leader does responsible associate professional work in leading a wide variety of activities. He is responsible for planning, coordinating and supervising recreation activities and programs. This position requires the application of specialized skills and training in conducting recreation activities and the meeting of the particular recreation needs of the area or of various age groups. He may develop and expand programs to meet specific area needs. General instructions are received from a supervisor concerning the overall recreation program to be administered. Work is supervised through field visits, staff conferences, and a review of activity reports. The recreation program leader often supervises other leaders and subordinates.

Examples of Duties

Plans, organizes, and directs a wide variety of recreational

activities and program areas such as music, arts and crafts, sports, drama, and others.

Supervises the issuance, use, care, and maintenance of recreation supplies and equipment.

Provides general supervision over the activities and use of a recreation facility or area.

Works with neighborhood groups on matters of civic and recreation interest.

Instructs and supervises leaders and subordinates in the performance of assigned duties, and checks on proper completion of work.

Schedules, coordinates, and conducts programs in program areas such as drama, arts and crafts, outdoor recreation, and dance with the assistance of special activity leaders.

Attends staff conferences and professional meetings, and cooperates with other agencies in this area.

Maintains recreational activity and progress records, and prepares periodic reports.

appendix c

Periodicals and Professional Journals

The following is a partial list of technical journals and periodicals which would be desirable in the library of an institution.

<i>Technical Journals/Periodicals</i>	<i>Publisher</i>
Aging -----	Social and Rehabilitation Service U.S. Department of Health, Education, and Welfare Washington, D.C. 20201
American Child -----	National Commission of Employment of Youth 145 East 32nd Street New York, N.Y. 10016
American City -----	Buttenheim Publishers 757 Third Avenue New York, N.Y. 10017
American Rifleman -----	National Rifle Association 1600 Rhode Island Avenue N.W. Washington, D.C. 20036
Arts and Activities -----	8150 North Central Park Avenue Skokie, Ill. 60076
Bowling Proprietor -----	Bowling Proprietor Association of America, Inc. West Higgins Road Hoffman Estates, Ill. 60172
Camp Fire Girls -----	Camp Fire Girls, Inc. 65 Worth Street New York, N.Y. 10013
Camping Guide -----	Rajo Publishers, Inc. 215 Park Avenue South New York, N.Y. 10003
Camping Magazine -----	American Camping Association Martinsville, Ind. 46151
Church Recreation -----	Sunday School Board of the Southern Baptist Convention 127 Ninth Avenue North Nashville, Tenn. 37203
Education Digest -----	Prakken Publications, Inc. 416 Longshore Drive Ann Arbor, Mich. 48107
Girl Scout Leader -----	Girl Scouts of America 830 Third Avenue New York, N.Y. 10022
Golf Superintendent -----	Golf Course Sport Association of America 3158 Des Plaines Avenue Des Plaines, Ill. 60018
Izaak Walton Magazine -----	Izaak Walton League of America 1326 Waukegan Road Glenview, Ill. 60025
Jopher and Research Quarterly -----	American Association for Health, Physical Education and Recreation 1201 16th Street, N.W. Washington, D.C. 20036
Modern Maturity -----	Association of Retired Persons Times Building Long Beach Boulevard Long Beach, Calif. 90802

<i>Technical Journals/Periodicals</i>	<i>Publisher</i>
Model Airplane News-----	Air Age, Inc. 551 Fifth Avenue New York, N.Y. 10017
Music Club Magazine-----	National Federation of Music Clubs 404 North Wesley Avenue Mount Morris, Ill. 61054
National 4-H News-----	National 4-H Service Committee, Inc. 59 East Van Buren Street Chicago, Ill. 60605
National Parks Magazine-----	National Park Association 1701 18th Street, N.W. Washington, D.C. 20009
Outdoor Recreation Action-----	Bureau of Outdoor Recreation Department of the Interior Washington, D.C. 20240
Park Maintenance-----	Madisen Publishing Division P.O. Box 409 Appleton, Wis. 54911
Parks and Recreation and the Journal of Leisure Research.	National Recreation and Park Association 1700 Pennsylvania Avenue, N.W. Washington, D.C. 20006
Parks, Golf Courses and Sports Grounds----	Clark and Hunter, Ltd. Armour House Bridge Street Guilford, Surrey, England
Physical Therapy-----	American Physical Therapy Association 49 Sheridan Avenue Albany, N.Y. 12210
Playing Fields-----	National Playing Field Association Playfield House, 57B Catherine Place London, S.W.1, England
Pool News-----	General Publishers Limited 3923 West Sixth Street Los Angeles, Calif. 90005
Professional Golfer-----	Professional Golfer's Association Palm Beach Gardens, Fla. 33403
Recreation Management-----	National Industrial Recreation Association 20 North Wacker Drive Chicago, Ill. 60606
Scholastic Coach-----	Scholastic Magazine, Inc. 50 West 44th Street New York, N.Y. 10036
Swimming Pool Age-----	Hoffman-Harris, Inc. Sunrise Professional Building Fort Lauderdale, Fla. 33304
Today's Health-----	American Medical Association 535 North Dearborn Street Chicago, Ill. 60610
YMCA Magazine-----	National Board of Young Men's Christian Associations 600 Lexington Avenue New York, N.Y. 10022

appendix d

Agency Acceptance of Field Work Student

This agency hereby accepts the following student as a field work trainee for the time and under the specifications listed below:

Name of Student _____

Starting date _____ Terminating date _____

General description of assignment: _____

Date

Signed—Agency Representative

appendix e

Contract Between Agency and Institution

Field Work Program Jointly Sponsored by

(Name of Postsecondary Institution)
and

(Name of Agency or Organization)

The following represents the approved policy of the _____ (hereafter referred to as Agency) in regard to the supervision and training of field work students from the recreation program of _____ (name of institution). It is the purpose of this Agency to provide postsecondary institution students with a field work experience in order to better prepare them for an associate professional career in recreation at graduation.

Qualifications of the sponsoring agency:

1. The Agency is located _____.
2. The Agency currently has the following facilities (please attach description of facilities).
3. The Agency employs _____ full-time, year-round supervisory personnel who will be available for training and supervision of field work students. The Agency meets the minimum qualifications established by the institution for supervisory personnel. The administrative and supervisory personnel employed have the following educational background, professional and supervisory experience (dossiers are attached).

Signed—Agency President Chairman

Date

Signed—Agency Executive Officer

appendix f

STUDENT WEEKLY FIELD WORK REPORT

Name of Student.....

Month Week of Through

ACTIVITY	HOURS							WEEKLY TOTAL
	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	
Actual Activity Leadership								
Planning and Preparation								
Conferences (Staff)								
Community Visits								
Observation								
Public Relations Work								
Consultation with Other Workers								
Agency Clerical Work								
Supervisory Work								
Research								
Transportation								
Other Activities (List)								
Daily Total								

Signed—Agency Supervisor

Signed—Student

appendix g

Agency Supervisor's Final Report

TO: Recreation Field Instruction Agency Supervisors

FROM: Faculty Supervisor of Recreation Field Work

SUBJECT: Agency Supervisor's Final Report

At the end of each semester, students engaged in recreation field work are rated by their respective agency supervisors. The supervisor's rating is a major factor in determining the letter grade given to the student for the semester's work. If more than one staff member was engaged directly in supervising the student, each supervisor should rate the student.

For your convenience, rating sheets are enclosed for _____

These rating sheets are to be completed and accompanied by a written narrative evaluation of the above student. Your estimation of the appropriate letter grade in accordance with university grading scale should accompany the evaluation report.

In order to complete records and have time for student counseling, it is necessary to have your report by _____.

Your cooperation in this matter will be greatly appreciated.

appendix h

Rating Form for Agency Supervisors

Name of Student Being Rated _____ Date _____
Name of Agency _____
Signature of Rater _____
Rater's Official Position _____
Number of Absences of the Student from Scheduled Duties _____

Method of Rating

Place a check (✓) in the appropriate column of the five-point rating scale shown on the attached forms. Please keep in mind that column three (3) is considered average in the evaluation. Thus, a check (✓) in:

Column 1	Quality is markedly deficient
Column 2	Quality is generally lacking
Column 3	Average
Column 4	Quality is generally present
Column 5	Quality is markedly present

Check only those qualities of the student about which you feel you can make a reasonable judgement based upon personal observations.

I. PERSONAL QUALITIES

	1	2	3	4	5
Poise; bearing					
Cooperative attitude					
Self-discipline					
Tolerance					
Patience					
Concern for others					
Appearance—neatness, cleanliness, dress					
Physical fitness					
Dependability					
Willingness to learn					
Pleasing voice					
Effective speech					
Integrity, loyalty, honesty					
Promptness—turns in reports on time, etc.					
List other qualities					

A check (✓) in: Column 1 Quality is markedly deficient
 Column 2 Quality is generally lacking
 Column 3 Average
 Column 4 Quality is generally present
 Column 5 Quality is markedly present

II. LEADERSHIP QUALITIES

	1	2	3	4	5
Realizes objectives					
Understands and knows needs					
Gets along well with participants					
Originality—creative ability					
Resourcefulness					
Ability to command confidence					
Ability to analyze problems					
Adaptability to situations					
Ability to arouse interests					
Ability to develop interests					
Leads without dominating					
Ability to handle disciplinary problems					
Ability to inspire others					
Ability to lead informally					
Initiative					
List other qualities					

A check (✓) in: Column 1 Quality is markedly deficient
 Column 2 Quality is generally lacking
 Column 3 Average
 Column 4 Quality is generally present
 Column 5 Quality is markedly present

III. ADMINISTRATIVE QUALITIES

	1	2	3	4	5
Ability to plan					
Ability to organize					
Ability to express plans in writing					
Ability to schedule					
Ability to supervise others					
Ability to adapt program					
Observes rules and regulations					
Care of equipment—property					
Constructive contributions at staff meetings					
Alertness to health needs					
Orderly clean-up, etc.					
Gets along well with people					
Ability to use time advantageously					
Ability to use existing facilities					
List other qualities					

A check (✓) in: Column 1 Quality is markedly deficient
 Column 2 Quality is generally lacking
 Column 3 Average
 Column 4 Quality is generally present
 Column 5 Quality is markedly present

IV. TEACHING QUALITIES

	1	2	3	4	5
Ability to use positive suggestions					
Stimulates cooperation					
Plans instructions					
Fosters responsibility					
Encourages leadership					
Enthusiastic					
Ability to evaluate progress					
Commands respect					
Ability to analyze particular situations					
Ability to teach activities to others					
Ability to demonstrate activities					
Other qualities					

A check (✓) in: Column 1 Quality is markedly deficient
 Column 2 Quality is generally lacking
 Column 3 Average
 Column 4 Quality is generally present
 Column 5 Quality is markedly present

appendix i

A Partial List of Suppliers of Recreation Equipment and Supplies

ARCHERY SUPPLIES AND EQUIPMENT

American Excelsior Corp.
850 Avenue H East
Arlington, Tex. 76010

Ben Pearson, Inc.
Pine Bluff, Ark. 71601

Fish Net and Twine Co.
927 First Street
Menominee, Mich. 49858

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Shakespeare Co.
240 Kalamazoo Avenue
Kalamazoo, Mich. 49006

York Archery
P.O. Box 367
Independence, Mo. 65041

ARCHITECTS

See: Consultants

ARENAS, STADIUMS AND AUDITORIUMS

See: Bleachers

ARTS AND CRAFTS EQUIPMENT AND SUPPLIES

American Art Clay Co., Inc.
4717 West 16th Street
Indianapolis, Ind. 46222

American Handicraft Co.
1001 Foch Street
Fort Worth, Tex. 76107

John Boyle & Co., Inc.
112 Duane Street
New York, N.Y. 10007

Brewster Inc.
Old Lyme, Conn. 06371

Cedco
117 Mineola Blvd.
Mineola, N.Y. 11501

Economy Handcrafts, Inc.
Box 210
Little Neck, N.Y. 11363

The Handcrafters
1-99 West Brown Street
Waupun, Wis. 53963

Horton Handicraft Co., Inc.
Unionville, Conn. 06035

Lily Mills
Shelby, N.C. 28156

Magnus Craft Materials, Inc.
108 Franklin Street
New York, N.Y. 10013

Nasco
919 Janesville Avenue
Fort Atkinson, Wis. 53538

Robot Industries
P.O. Box 119
Dearborn, Mich. 48126

S & S Arts and Crafts
Colchester, Conn. 06415

Skill Corp.
5033 Elston Avenue
Chicago, Ill. 60630

Triarco Arts and Crafts
P.O. Box 106
Northfield, Ill. 60033

Vanguard Crafts, Inc.
2915 Avenue J
Brooklyn, N.Y. 11210

Wold Air Brush Co.
2171 North California Avenue
Chicago, Ill. 60647

World Wide Games
Box 450
Delaware, Ohio 43015

Basketry

Arts & Crafts Materials Corp.
321 Park Avenue
Baltimore, Md. 21201

Grey Owl Indian Craft Mfg.
150-02 Beaver Road
Jamaica, N.Y. 11433

Carving

Permi-Art Industries
P.O. Box 961
Coalinga, Calif. 93210

Whittle-Stone
833 North 31st Street
Colorado Springs, Colo. 80904

Ceramics

Art Line Associates
228 West Erie Street
Chicago, Ill. 60610

Denver Fire Clay Co.
3033 Balke Street
Denver, Colo. 81217

Duncan Ceramic Products, Inc.
5673 East Shields Avenue
Fresno, California 93727

Economy Handicrafts, Inc.
Box 210
Little Neck, N.Y. 11363

Harper Ceramics
109-11 S.W. 6th Street
Fort Lauderdale, Fla. 33301

Magnus Craft Materials, Inc.
108 Franklin Street
New York, N.Y. 10012

Nasco
919 Jamesville Avenue
Fort Atkinson, Wis. 53538

Newton Potters Supply, Inc.
P.O. Box 96
96 Rumford Avenue
Newton, Mass. 02158

Vanguard Crafts, Inc.
2915 Avenue J
Brooklyn, N.Y. 11210

Indian Crafts
Plume Trading Co.
Box 585
Monroe, N.Y. 10950

Winnebago Crafts
Box 365
Elmhurst, Ill. 60128

Lapidary Supplies

Technicraft Lapidaries Corp.
3560 Broadway
New York, N.Y. 10031

Leather Supplies

Economy Handicrafts, Inc.
Box 210
Little Neck, N.Y. 11363

Magnus Craft Materials, Inc.
108 Franklin Street
New York, N.Y. 10013

Nasco
919 Jamesville Avenue
Fort Atkinson, Wis. 53538

Tandy Leather Co.
1001 Foch Street
Fort Worth, Tex. 76107

Triarco Arts & Crafts
P.O. Box 106
Northfield, Ill. 60062

Vanguard Crafts, Inc.
2915 Avenue J
Brooklyn, N.Y. 11210

Modelling Material (clays and papier mache)
Economy Handicrafts, Inc.
Box 210
Little Neck, N.Y. 11363

M. Grumbacher, Inc.
481 West 33rd Street
New York, N.Y. 10001

Nasco
919 Jamesville Avenue
Fort Atkinson, Wis. 53538

Publications

Handweaver & Craftsman Magazine
246 Fifth Avenue
New York, N.Y. 10011

Silkscreen Supplies

New England Handicraft
400 Warren Avenue
Brockton, Mass. 02401

Screen Process Supplies Mfg. Co.
1199 East 12th Street
Oakland, Calif. 94606

Wilson Arts and Crafts
523 S.W. 4th Street
Faribault, Minn. 55021

Weaving Supplies

American Reedcraft Corp.
130-32 Beekman Street
New York, N.Y. 10007

Crafttools, Inc.
1 Industrial Road
Wood Ridge, N.J. 07075

Economy Handicrafts, Inc.
Box 210
Little Neck, N.Y. 11363

Lily Mills Co.
Shelby, N.C. 28150

AUDIO-VISUAL EQUIPMENT AND SUPPLIES

The Athletic Institute
805 Merchandise Mart
Chicago, Ill. 60654

Bell and Howell
7100 McCormick Road
Chicago, Ill. 60645

Brewster Inc.
Old Lyme, Conn. 06371

Card-Key Systems, Inc.
P.O. Box 589
Burbank, Calif. 91503

East House Enterprises, Inc.
300 Park Avenue, South
New York, N.Y. 10010

Ebsco Industries, Inc.
1st Avenue North at 13th Street
Birmingham, Ala. 35201

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, N.Y. 11510

Films Inc.
425 North Michigan Avenue
Chicago, Ill. 60611

Institutional Cinema Serv., Inc.
29 East 10th Street
New York, N.Y. 10003

Nasco
919 Janesville Avenue
Fort Atkinson, Wis. 53538

Newcomb Audio Products Co.
6824 Lexington Avenue
Hollywood, Calif. 90028

Perma-Power Co.
5740 North Tripp Avenue
Chicago, Ill. 60646

Rheem Califone Corp.
5922 Bowcroft Street
Los Angeles, Calif. 90016

Tru-Scale, Inc.
Shoco Div.
1123 North Mosley
Wichita, Kans. 67203

BADMINTON SUPPLIES & EQUIPMENT

Crown Continental Corp.
150 Lafayette Street
New York, N.Y. 10003

Jamison, Inc.
19253 South Vermont Avenue
Torrance, Calif. 90509

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Steel Racquets
Dayton Racquet Co.
716 Albright Street
Arcanum, Ohio 45304

BAND SHELLS AND WAGONS

Southern Illinois University Recreation Dept.
606 South Marion
Carbondale, Ill. 62901

Wenger Corp.
370 Wenger Bldg.
Owatonna, Minn. 55060

BASEBALL AND SOFTBALL

Back Stops, Base Plates & Bags

American Playground Device Co.
Nahma, Mich. 49864

Anchor Fence Division
Anchor Post Products, Inc.
6500 Eastern Avenue
Baltimore, Md. 21224

Arrow Products Co.
31301 Stephenson Hwy.
Madison Heights, Mich. 48071

R. E. Austin & Son
705 Bedford Avenue
Bellmore, N.Y. 11710

General Playground Equipment, Inc.
P.O. Box 608
Kokomo, Ind. 46901

Jamison, Inc.
19253 South Vermont Avenue
Torrance, Calif. 90509

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Maricau-Hercules Fence Co.
3600 Detroit Avenue
Toledo, Ohio 43612

Safway Street Products
6228 West State Street
Milwaukee, Wisc. 53201

L. A. Steel Craft Products
1941 Lincoln Avenue
Pasadena, Calif. 91103

Trojan Playground Mfg., Equipment Co.
11 N.E. 2nd Avenue
St. Cloud, Minn. 56301

W. J. Volt Rubber Corp.
3801 South Harbor Blvd.
Santa Ana, Calif. 92704

Wayne Iron Works
Lancaster Avenue
Wayne, Pa. 19087

Nets

American Playground Device Co.
Nahma, Mich. 49864

Belson Mfg. Co.
East River Road
North Aurora, Ill. 60542

J. E. Burke Co.
P.O. Box 986
New Brunswick, N.J. 08902

Fish Net and Twine Co.
927 1st Street
Menominee, Mich. 49858

Game-time Inc.
Litchfield, Mich. 49252

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Miracle Equipment Co.
Box 275
Grinnell, Iowa 50112

Trojan Playground Mfg. Equipment Co.
11 N.E. 2nd Avenue
St. Cloud, Minn. 56301

BOATS

Accessories and Gear

The Crow's Nest
16 East 40th Street
New York, N.Y. 10016

Dave Atwater's Ships Store, Inc.
32 Barton Avenue
Barrington, R.I. 02806

Moeller Mfg. Co., Inc.
P.O. Box 1318
Greenville, Miss. 38701

Sperry Top-Sider
Box 338-A
Naugatuck, Conn. 06770

R. J. Tennes Co.
1536 North Halsted
Chicago, Ill. 60622

Canoes

Fleet Products Co., Inc.
1930 A Placentin Avenue
Costa Mesa, Calif. 92627

Grumman Boats
Marathon, N.Y. 13803

Hans Klepper Corp.
820 Greenwich Street
New York, N.Y. 10014

Jackson Canoes, Inc.
P.O. Box 818
Longwood, Fla. 32750

Midland Marine Imports
P.O. Box 20
Midland, Mich. 48640

Old Town Canoe Co.
Old Town, Maine 04468

Pioneer Mfg. Co.
500 Perry Street
Middlebury, Ind. 46540

Trailcraft, Inc.
Box 89
Glasco, Kans. 67445

Fiberglass

Florida-Carolina Boat Building Corp.
298 West 24th Street
Hialeah, Fla. 33010

Floats & Rafts

Fleet Products Co., Inc.
1930A Placentia Avenue
Costa Mesa, Calif. 92627

Molded Fiber Glass Body Co.
4601 Benefit Avenue
Ashtabula, Ohio 44004

Kayaks

Fleet Products Co., Inc.
1930A Placentia Avenue
Costa Mesa, Calif. 92627

Motors

McCulloch Corp.
6101 West Century Blvd.
Los Angeles, Calif. 90045

Paddle Boards

Mohawk Craftsmen
Califon, N.J. 07830

Paddle, Cycle, etc.

Aqua-Cycle Corp.
McCook, Ill. 60525

Diversified Amusement Co.
Box 202, 6010 Goodrich Road
Clarence Center, N.Y. 14032

Fleet Products Co., Inc.
1930A Placentia Avenue
Costa Mesa, Calif. 92627

Halogen Supply Co.
4653 West Lawrence Avenue
Chicago, Ill. 60630

Mark V. Engineering Co.
358 Majestic Building
Fort Worth, Tex. 76101

Pedal Paddle Boat Manufacturer
Box 2614
Tampa, Fla. 33601

Selleck Water Cycle Corp.
Box 366
Boca Raton, Fla. 33432

Patrol & Livery

Arnolt Corp.
Marine Division
Warsaw, Ind. 46580

Feathercraft, Inc.
450 Bishop Street, N.W.
Atlanta, Ga. 30318

Fleet Products Co., Inc.
1930A Placentia Avenue
Costa Mesa, Calif. 92627

Grumman Boats
Grumman Allied Industries, Inc.
Marathon, N.Y. 13803

Molded Fiber Glass Body Co.
4801 Benefit Avenue
Ashtabula, Ohio 44004

Pioneer Mfg. Co.
500 Perry Street
Middlebury, Ind. 46540

BOWLING EQUIPMENT AND SUPPLIES

American Machine & Foundry Co.
Bowling Products Group
Jericho Turnpike
Westbury, N.Y. 11590

AMF Pinspotters Inc.
180 Brighton Road
Clifton, N.J. 07012

Brunswick Corp.
623 South Wabash Avenue
Chicago, Ill. 60605

Riedell Shoes, Inc.
Industrial Park, P.O. Box 21
Red Wing, Minn. 55066

H. M. Wise Sales Agency
212 Helen Avenue
Mansfield, Ohio 44902

CAMPING EQUIPMENT AND SUPPLIES

Leon R. Greenman
132 Spring Street
New York, N.Y. 10012

Mason City Tent & Awning Co.
406 South Federal Avenue
Mason City, Iowa 50401

FILMS AND FILM STRIPS

See also: Audio-Visual Equipment

Association Films
600 Madison Avenue
New York, N.Y. 10017

Athletic Institute
805 Merchandise Mart
Chicago, Ill. 60654

Films, Inc.
425 North Michigan Avenue
Chicago, Ill. 60611

Ideal Pictures
1010 Church Street
Evanston, Ill. 60201

Institution Cinema Service, Inc.
29 East 10th Street
New York, N.Y. 10003

Levy's Film and Projection Service
1648 Pullen Avenue
Cincinnati, Ohio. 45223

McGraw-Hill
330 West 42nd Street
New York, N.Y. 10036

Nasco
919 Janesville Avenue
Fort Atkinson, Wis. 53538

National Song Slide Service, Inc.
42 West 48th Street
New York, N.Y. 10036

Northern Films
Box 98, Main Office Station
Seattle, Wash. 98111

Mike Roberts Color Productions
2023 8th Street
Berkeley, Calif. 94710

Twyman Films
329 Salem Avenue
Dayton, Ohio 45401

Clem Williams Films, Inc.
623 Centre Avenue
Pittsburgh, Pa. 15219

FIRST AID AND EMERGENCY EQUIPMENT

Brook Airway Associates, Inc.
P.O. Box 817, 222 West Main Street
Walla Walla, Wash. 99362

FISHING SUPPLIES AND EQUIPMENT

Cosom Corp.
6030 Wayzata Blvd.
Minneapolis, Minn. 55416

Daisy/Heddon
Div. of Victor Comptometer Corp.
Rogers, Ark. 72756

Feather Craft, Inc.
450 Bishop Street NW.
Atlanta, Ga. 30318

Lake Products Co., Inc.
1254 Grover Road
St. Louis, Mo. 63125

FOOTBALL SUPPLIES AND EQUIPMENT

R. E. Austin & Son
705 Bedford Avenue
Bellmore, N.Y. 11710

Arrow Athletic System
300 Canal Street
Lawrence, Mass. 08140

Carron Net Co., Inc.
1623 17th Street
Two Rivers, Wis. 54241

General Tire & Rubber Co.
Pennsylvania Athletic Prod.
P.O. Box 951
Akron, Ohio 44321

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

MacGregor Co.
4861 Spring Grove Avenue
Cincinnati, Ohio 45232

Mason City Tent and Awning Co.
Mason City, Iowa 50401
R. E. Muncey, Inc.
P.O. Box 387
Birmingham, Mich. 48012

The Seamless Rubber Co.
253 Halioc Avenue
New Haven, Conn. 06519

United Shoe Machinery
140 Federal Street
Boston, Mass. 02107

Wilson Sporting Goods Co.
2233 West Street
River Grove, Ill. 60171

GAMES AND EQUIPMENT

All Metal Tennis Table Co.
Box 142, Dept. A
Teaneck, N.J. 07666

August Amusement Games, Inc.
7709 Greenview Terrace
Towson, Md. 21204

Brinktun, Inc.
5700 Wayzata Blvd.
Minneapolis, Minn. 55416

Carrom Games
1000 Rowe Street
Ludington, Mich. 49431

Cosom Corp.
6030 Wayzata Blvd.
Minneapolis, Minn. 55416

Creative Ideas Co.
5328 West 142nd Place
Hawthorne, Calif. 90251

Economy Handicrafts, Inc.
Box 210
Little Neck, N.Y. 11363

Educational Activities
1937 Grand Avenue
Baldwin, N.Y. 11510

Electro-Mech. Industries, Inc.
Box 3721
Washington, D.C. 20007

Gates Manufacturing Co.
Highway No. 309, P.O. Box 111
Ozark, Ark. 72949

Hammatt & Sons
Box 2004
Anaheim, Calif. 92804

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Lormac Co.
P.O. Box 578
1120 West Industrial Street
Escondido, Calif. 92025

Mason City Tent & Awning Co.
406 South Federal Avenue
Mason City, Iowa 50401

Skip-Bo, Inc.
Box 5033
Lubbock, Tex. 79417

Space-Ball
208 Appleton Street
Holyoke, Mass. 01040

Sun Aired Bag Co.
8669 Fenwick
Sunland, Calif. 91040

Worldwide Games
Box 450
Delaware, Ohio 43015

Skee-Ball
Philadelphia Toboggan Co.
130 E. Duval Street
Philadelphia, Pa. 19144

GOLF

Architects

American Society of Golf Course Architects
11 South LaGrange Road
LaGrange, Ill. 60525

Edmund H. Ault, Ltd.
7979 Old Georgetown Road
Bethesda, Md. 20014

Ralph H. Burke, Inc.
20 North Wacker Drive
Chicago, Ill. 60606

Edwards and Kelcey
South Park Place
Newark, N.J. 07102

Gardner Gidley & Associates
1100 West 1st Street
Winston-Salem, N.C. 27101

Kinsey Associates
P.O. Box 105
Livingston, N.J. 07039

Robert H. Kraeger Co., Inc.
Harper Avenue
Jenkintown, Pa. 19046

Charles T. Main, Inc.
441 Stuart Street
Boston, Mass. 62116

McFadzean & Everly Ltd.
716 Elm Street
Winnetka, Ill. 60093

William F. Mitchell
60 Broad Hollow Road
Huntington, L.I., N.Y. 11749

Moore Golf, Inc.
P.O. Box 606
Orange, Va. 22960

Alfred H. Tull Associates, Inc.
Sharp Hill Road
Wilton, Conn. 26897

Wittek Golf Range Supply Co., Inc.
3650 Avondale Avenue
Chicago, Ill. 60618

Ball Washers

Container Development Corp.
5024 Montgomery
Watertown, Wis. 53094

Par Golf Mfg. Co.
Milan, Ill. 61264

Wittek Golf Range Supply Co., Inc.
3650 Avondale Avenue
Chicago, Ill. 60618

Balls and Clubs

Hillerich & Bradsby
434 Finzer Avenue
Louisville, Ky. 40201

Lomma Enterprises, Inc.
305 Cherry Street
Scranton, Pa. 18501

McGregor/Brunswick
I-75 and Jimson Road
Cincinnati, Ohio 45215

Rawlings Sporting Goods Co.
2300 Delmar Blvd.
St. Louis, Mo. 63166

A. G. Spalding & Bros., Inc.
Chicopee, Mass. 01020

W. J. Voit Rubber Corp.
3801 South Harbor Blvd.
Santa Ana, Calif. 92704

Wittek Golf Range Supply Co.
3650 Avondale Ave.
Chicago, Ill. 60618

Construction Equipment

Allis-Chalmers Manufacturing Co.
Milwaukee, Wis. 53201

Bowie Machine Works, Inc.
Box 630
Bowie, Tex. 76230

Bridgeport Implement Works, Inc.
1483 Stratford Avenue
Stratford, Conn. 06497

Lindig Manufacturing Co., Inc.
1875 West County Road "C"
St. Paul, Minn. 53113

Millburn Peat Co., Inc.
Box 297
Otterbein, Ind. 47970

Tarrant Manufacturing Co.
48 Jumel Place
Saratoga Springs, N.Y. 12866

Wittek Golf Range Supply Co., Inc.
3650 Avondale Avenue
Chicago, Ill. 60618

Driving Range Equipment

American Mat Corp.
Wapakoneta, Ohio 45895

Buffalo Outdoor Specialty Co.
553 River Road
North Tonawanda, N.Y. 14120

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Arnold Palmer Putting Courses, Inc.
14 West Mulberry Avenue
Pleasantville, N.J. 08222

Merchants Tire Co.
2710 Washington Avenue
St. Louis, Mo. 63103

H. M. Wise Sales Agency
212 Helen Avenue
Mansfield, Ohio 44903

Wittek Golf Range Supply Co.
3650 Avondale Avenue
Chicago, Ill. 60618

HOCKEY EQUIPMENT AND SUPPLIES

Cosom Corp.
6030 Wayzata Blvd.
Minneapolis, Minn. 55416

General Hardware Co.
3618 West Pierce Street
Milwaukee, Wis. 53215

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

R. E. Muncey, Inc.
P.O. Box 387
Birmingham, Mich. 48012

Safway Steel Products
6228 West State Street
Milwaukee, Wis. 53201

HORSESHOE COURTS AND EQUIPMENT

Diamond Tool & Horseshoe Co.
4620 Grand Avenue
Duluth, Minn. 55807

Flaghouse, Inc.
80 4th Avenue
New York, N.Y. 10003

MUSICAL INSTRUMENTS

Accordion Corp. of America
2003 West Chicago Avenue
Chicago, Ill. 60622

Bevin Bros. Manufacturing Co.
Bevin Road
East Hampton, Conn. 06424

Hall Drum Co.
31 Decatur
New Orleans, La. 70130

M. Hohner, Inc.
Andrews Road
Hicksville, N.Y. 11802

Peripole
51-17 Rockaway Beach Blvd.
Far Rockaway, N.Y. 11691

National Auto Harp Sales Co.
P.O. Box 1120
Des Moines, Iowa 50311

Oscar Schmidt-International, Inc.
Garden State Road
Union, N.J. 07083

Schulmerich Carillons, Inc.
Carillon Hill
Sellersville, Pa. 18960

David Wexler and Co.
823 South Wabash Avenue
Chicago, Ill. 60605

NETS AND NET CAGES

Carron Net Co., Inc.
1623 17th Street
Two Rivers, Wis. 54241

Game-time, Inc.
Litchfield, Mich. 49252

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Porter Athletic Equipment Co.
9555 Irving Park Road
Schiller Park, Ill. 60176

Sterling Recreation Products
7 Oak Place
Montclair, N.J. 07042

Sun Aired Bag Co.
8669 Fenwick
Sunland, Calif. 91040

Wittek Golf Range Supply Co., Inc.
3650 Avondale Avenue
Chicago, Ill. 60618

PROGRAM AIDS

The Athletic Institute
805 Merchandise Mart
Chicago, Ill. 60654

Bowling Proprietors' Association of America, Inc.
111 South Washington Avenue
Park Ridge, Ill. 60068

American Junior Bowling Congress
1572 East Capital Drive
Milwaukee, Wis. 53211

American Youth Hostels
20 West 17th Street
New York, N.Y. 10011

RIFLES AND SUPPLIES

Daisy Manufacturing Co.
Rogers, Ark. 75756

National Rifle Association
1600 Rhode Island Avenue
Washington, D.C. 20036

Savage Arms
Division Emhart Corp.
Westfield, Mass. 01085

Shooting Equipment, Inc.
4616 West 20th Street
Chicago, Ill. 60650

Winchester-Western
Div. of Olin Mathieson
289 Winchester Avenue
New Haven, Conn. 06511

SOUND AND MUSIC EQUIPMENT

Karl Heitz, Inc.
979 3rd Avenue
New York, N.Y. 10022

Perma-Power Co.
5740 North Tripp Avenue
Chicago, Ill. 60646

The Solocast Co.
999 Bedford Street
Stamford, Conn. 06905

Tape-Athon Corp.
523 South Hindry
Inglewood, Calif. 90307

SPORTS (General Supplies and Equipment)

See also: Alphabetized categories

Bolco Athletic Co.
1751½ North Eastern Avenue
Los Angeles, Calif. 90032

Brunswick Corp.
623 South Wabash
Chicago, Ill. 60605

S. A. Felton & Son Co.
315 Wilson Street
Manchester, N.H. 03105

Hillerich & Bradsby Co.
P.O. Box 506
Louisville, Ky. 40201

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Mason City Tent & Awning Co.
406 South Federal Avenue
Mason City, Iowa 50401

Robot Industries
P.O. Box 119
Dearborn, Mich. 48126

TABLE TENNIS EQUIPMENT AND SUPPLIES

All Metal Tennis Table Co.
Box 142, Dept. A.
Teaneck, N.J. 67606

Brinktun, Inc.
Le Center, Minn. 56057

Nissen Corp.
930 27th Avenue, S.W.
Cedar Rapids, Iowa 52406

Pipo Table Tennis Balls
882 Massachusetts Avenue
Indianapolis, Ind. 46204

Sico Manufacturing Co., Inc.
5215 Eden Avenue, South
Minneapolis, Minn. 55424

Sun Aired Bag Co.
8669 Fenwick
Sunland, Calif. 91040

T. F. Twardzik & Co., Inc.
600 East Center Street
Shenandoah, Pa. 17976

TAG AND TOUCH FOOTBALL

Mason City Tent & Awning Co.
406 South Federal Avenue
Mason City, Iowa 50401

TENNIS

Automatic Trainer

Dudley Sports Co., Inc.
12-32 37th Avenue
Long Island City, N.Y. 11101

Balls & Rackets & Supplies

Dayton Racquet Co.
716 Albright Street
Arcanum, Ohio 45304

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

C. R. Peterson, Inc.
5659 Newark Avenue
Chicago, Ill. 60631

Construction Engineers

Master-Krete, Inc.
1414 West 11th Street
Kansas City, Mo. 64102

C. R. Peterson, Inc.
5659 Newark Avenue
Chicago, Ill. 60631

Court Surfacing

Borden Chemical Co.
350 Madison Avenue, Room 2000
New York, N.Y. 10017

California Products Corp.
169 Waverly Street
Cambridge, Mass. 02139

Chevron Asphalt Co.
555 Market Street
San Francisco, Calif. 94120

Robert Lee Co.
1001 Grove Street
Charlottesville, Va. 22903

Maintenance, Inc.
Wooster, Ohio 44091

3-M Co.
New Products Division
267 Grove Street
St. Paul, Minn. 55101

U.S. Rubber Reclaiming Co., Inc.
P.O. Box 888
Buffalo, N.Y. 14240

Van Sumner, Inc.
3rd Avenue & Washington Street
(West Norfolk)
Chesapeake, Va. 23703

F. H. Wiessner, Inc.
Burlington, Vt. 05401

Fencing

American Playground Device Co.
Nahma, Mich. 49864

Arrow Products Co.
31301 Stephenson Hwy.
Madison Heights, Mich. 48071

Cyclone Fence Sales, U.S. Steel
#5 Gateway Center
Pittsburgh, Pa. 15230

Robot Industries
P.O. Box 119
Dearborn, Mich. 48126

Stewart Industries
Division of Stewart Iron Works
P.O. Box 1039
Cincinnati, Ohio 45202

Nets

American Playground Device Co.
Nahma, Mich. 49864

J. E. Burke Co.
P.O. Box 986
New Brunswick, N.J. 08901

Fish Net and Twine Co.
927 1st Street
Menominee, Mich. 49858

Flex-I-Link Co.
815 North Kedzie
Chicago, Ill. 60651

Game-time, Inc.
Litchfield, Mich. 49252

Jamison, Inc.
19253 South Vermont Avenue
Torrance, Calif. 90509

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Stewart Industries
Division of Stewart Iron Works
P.O. Box 1039
Cincinnati, Ohio 45201

Sun Aired Bag Co.
8669 Fenwick
Sunland, Calif. 91040

Posts

American Playground Device Co.
Nahma, Mich. 49864

Ball-Boy Co.
27 Milburn Street
Bronxville, N.Y. 10708

J. E. Burke Co.
P.O. Box 986
New Brunswick, N.J. 08001

VOLLEYBALL SUPPLIES AND EQUIPMENT

Ball-Boy Co., Inc.
27 Milburn Street
Bronxville, N.Y. 10708

J. E. Burke Co.
P.O. Box 986
New Brunswick, N.J. 08001

Jamison, Inc.
19253 South Vermont Avenue
Torrance, Calif. 90309

Jayfro Corp.
4 Bridge Street
Montville, Conn. 06353

Nissen Corp.
930 27th Avenue S.W.
Cedar Rapids, Iowa 52406

Sports Awards Co.
4354 Milwaukee Avenue
Chicago, Ill. 60841

Sun Aired Bag Co.
8669 Fenwick
Sunland, Calif. 91040

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